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ABSTRACT

This instructor's manual is designed to assist instructors in the teaching of a half-course in vocational development theory. (The course is geared toward diploma or graduate students in counselor education.) Included in the manual are the following materials: an introduction to a companion student's manual, answers and suggestions for questions posed in the student's manual, suggested instructional strategies, student evaluation procedures, and references to and typeset copies of overhead transparencies for use in conjunction with the lessons. Topics of the six instructional units presented are historical and theoretical considerations, trait- and factor-based theory, developmental vocational theory and other approaches, and other factors in vocational development. (MN)

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VOCATIONAL DEVELOPMENT THEORY

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INSTRUCTOR'S MANUAL

CE 031 896

Employment and Immigration Canada
Occupational and Career Analysis and Development

Emploi et Immigration Canada
Analyse et développement – Professions et carrières

VOCATIONAL DEVELOPMENT THEORY
INSTRUCTIONAL MANUAL

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Preface

Acadia University, the Nova Scotia Department of Education and the Canada Employment and Immigration Commission decided to plan and develop jointly an extension program for the training of both school and employment counsellors. As the planning progressed, it became apparent that one of the impediments to such a program was the lack of appropriate instructional materials and, as a consequence, the writing of a number of courses was commissioned. The first was Methods and Materials of Vocational Counselling by Robert Thomas. Vocational Development Theory is the second. In addition, the course in Using Tests in Employment Counselling by Lynne Bezanson is used in the Acadia University program. Texts for the three courses are available through the Occupational and Career Analysis and Development Branch, Employment and Immigration, Ottawa-Hull, K1A 0J9.

D. Stuart Conger,
Director,
Occupational and Career Analysis
and Development Branch.

INSTRUCTOR'S INTRODUCTION

Vocational Development Theory is a half-course designed for diploma or graduate students in counsellor education. This course deals with those theories of vocational development and vocational counselling that have most applicability for the practicing counsellor. Although this course was first designed to be offered as part of the Diploma in Counsellor Education through Acadia University, Nova Scotia, it includes content appropriate for introductory level vocational counselling programs offered at many Canadian colleges and universities.

This course can be taken in a variety of instructional formats. The most typical format will be the weekly or semi-weekly class offered on-campus or extramurally. Other possibilities include weekend seminars in conjunction with individual study or interactive tele-lecture presentation. Most of the suggestions included in this manual will be applicable to the in-class format where a maximum of group work activities can be utilized.

This manual is designed to assist the instructor in the teaching of **Vocational Development Theory.** This is not a "cookbook". As is the case with all courses, a knowledgeable instructor is required, in this case, skilled in both the theory and practice of vocational counselling. This manual can assist such an instructor in developing important aspects of the course and in fostering the organization of key material for the benefit of the student.

The **INTRODUCTION** in the Student Manual includes information on the structure of this course and important readings. Please read this important section which begins on the next page.

STUDENT MANUAL - INTRODUCTION

This course deals with **Vocational Development Theory.** Focus of the course is on those theories of vocational development and choice that have the most relevance for the practicing counsellor. As a student, you may be enrolled in this course for any number of reasons. Perhaps you are a practicing counsellor working in the field, seeking to improve your academic qualifications. Perhaps you are a full-time graduate student with little or no field experience. Perhaps you are an elective-student, seeking to introduce yourself to an area you may choose to pursue at a later time. (Perhaps you simply needed one more course to complete your program of study and this one was offered at a convenient time!!!)

This course is designed to be taken in a variety of different ways or formats. The most typical format will be the traditional on-campus classroom-based course. Other formats might include off-campus offerings on an extension basis in smaller communities, or perhaps, individual study. Most students who take this course will do so for credit, as part of the requirements for a graduate or undergraduate degree. Some students will be non-credit or audit students, seeking to improve their practical skills with little concern for formal academic recognition.

Whatever your reason for taking this course, in whatever format, for credit or not ... welcome!!!

This course is designed around a number of **units** or **modules.** Each unit covers one aspect of vocational development theory but you will need to cover all units in order to achieve a broad appreciation of the field.

How to Use This Manual

Each unit in this course is structured in a similar manner. You will probably gain the most benefit from this course if you understand this structure and attempt to follow it in studying each unit.

References for this Course

To be successful in this course, you will have to do a good deal of reading! To help you get the most from this reading, all references have been **categorized** by content area and degree of importance or applicability. Although there are three **basic references** used in this course, it will be necessary for you to read other important material, not included in these references. In the most part, this other material can be obtained from your university library or other ready sources. Consult with your instructor or course coordinator to clarify where these materials may be found in your area.

Basic References

The three basic references for this course are:

1. Herr, E. L., & Cramer, S. H. **Career Guidance Through the Life Span.** Toronto: Little Brown & Co., 1979.
2. Weinrach, S. G. **Career Counselling: Theoretical and Practical Approaches.** Toronto: McGraw Hill, 1979.
3. Whiteley, J. M., & Resnikoff, A. **Career Counselling.** Monterey, California: Brooks/Cole, 1978.

It is recommended that you obtain, for your own use, #1 and one of #2 or #3. If possible, try to pair yourself with another student, with one of you obtaining #2 and the other #3. If you are taking this course individually or do not wish to pair yourself with another student, you may wish to obtain both #2 and #3. Since #2 and #3 are reprinted books of readings, you can often obtain these works through their original sources, usually academic journals, although that may be somewhat time consuming. Consult the accompanying publication entitled Bibliography: Vocational Development Theory for an alternate source of many of the readings included in #2 and #3 as well as other works cited throughout each unit.

Background Reading

At the start of each unit, immediately following the basic references, is a listing of background reading. These are important materials, not included in your basic reading material which are necessary for a complete knowledge of the content in the unit. Often, these readings are cited or footnoted to written information included in each unit. It is intended that these readings be made directly available to you, either through your university reference library, or by special arrangements with your instructor.

Additional Reading

At the conclusion of each unit, additional readings are listed alphabetically. These are works of specific or limited interest which are often useful to embellish an area of interest or to give another perspective on a position put forward in the basic references or background reading. These readings may also be important in the preparation of essays or reports.

How to Approach a Unit

Since successful completion of each unit requires a good deal of reading, some structuring of your reading will probably be of assistance. Each unit has been constructed to help you learn certain content or master specific skills; a broad description of these skills is included at the start of each unit under the heading: **Objectives.** Near the end of each unit, questions which address these objectives are listed under the heading: **Important Questions.**

A sequential method that many students find useful in approaching each unit is:

1. Read the **Objectives** and **Important Questions** for the Unit. In your reading associated with the unit, try to find plausable answers to these questions. Many of the questions have no prescribed right or wrong answers; your focus should be on developing an **informed opinion.**

2. Read the capsule summary of the unit which follows immediately after the listing of Background Reading materials.

3. Read the chapters listed for the Basic References (#1 and #2 and/or #3).

4. Read several of the Background Readings, particularly those which deal with sub-topics of interest to you or which may resolve problems brought up in the Basic References.

5. Check the titles listed under **Additional Reading** for those readings which may answer questions not answered by the Basic References or Background Reading.

6. Try to undertake one or more of the activities listed under **Relevant Experiences** near the conclusion of each Unit.

You will find that using the approach outlined above will prepare you adequately for any classroom activities associated with the Unit. If you are taking this course on an in-class basis, your instructor or course facilitator may modify this suggested approach dependent on the scheduling of classroom learning activities.

General Reference Material

There are a number of general reference books and books of readings that you may find useful in taking this course. These books may be necessary for further exploring an area or in attempting to gain another perspective on an area that is causing you some concern. Several of these books contain readings listed under **Basic References** or **Additional Reading** in one or more of the Units in this course.

Borow, H. Career guidance for a new age. Boston: Houghton Mifflin. 1973.

Brief Annotation

A major book of readings sponsored by the National Vocational Guidance Association, many published for the first time, dealing with individual career needs and the demands of the career environment.

Government of Canada. Methods and materials of vocational counselling. Occupational and Career Analysis and Development Branch, Canada Employment and Immigration Commission, Ottawa, K1A 0J9, 1981.

Brief Annotation

A self-instructional manual for new counsellors. A practical program of career counselling based on self assessment and career search. Utilizes the same trait and factor approach common to the C.C.D.O., and other Canadian Government publications.

Herr, E. L. (Ed.) Vocational guidance and human development. Boston: Houghton Mifflin 1974.

Brief Annotation

A major work of readings, many appearing for the first time, dealing with vocational guidance and career development.

Hopson, B., & Hayes, J. (Eds.), The theory and practice of vocational guidance. Toronto: The Pergamon Press, 1968.

Brief Annotation

An excellent book of readings, not restricted to the American experience. Many of the "classic" articles are included, as well as some available only in this work.

London, H. H, Principles and techniques of vocational guidance. Columbus, Ohio: Merrill Publishing Company 1973.

Brief Annotation

A textbook, written for the practitioner, containing basic information on the principles and techniques necessary in organizing school-based vocational guidance services.

Osipow, S. H. Theories of career development (2nd Ed.). New York, N.Y. Appleton-Century-Crofts, 1973.

Brief Annotation

A classic summary of many of the theoretical perspectives underlying the field of vocational counselling and career development.

Peters, H., & Hansen, J. C. Vocational guidance and career development: Selected readings (3rd. edition). New York: MacMillan 1977.

Brief Annotation

A comprehensive sourcebook of readings, many of which may be unobtainable from other sources. Strong on most areas except vocational theory.

Roth, R. M., Hershenson, D. B., & Hilliard, T. The psychology of vocational development. Boston: Allyn and Bacon, Inc. 1970.

Brief Annotation

A major compilation of important papers dealing with the theory and research surrounding vocational development. Some papers are available elsewhere in their original form.

Tolbert, E. L. Counseling for career development. Boston: Houghton Mifflin 1974.

Brief Annotation

Although somewhat dated, a particularly comprehensive basic textbook in vocational development. Useful from a practical perspective with a good bibliography.

Williamson, E. G. Vocational counseling: some historical, philosophical, and theoretical perspectives. Toronto: McGraw-Hill, 1965.

Brief Annotation

An excellent introductory textbook in vocational counselling, written by an elder proponent of trait methods. Very sound in the history of vocational counselling and in encouraging a critical analysis of the systems of vocational counselling.

Organization of this Manual

This Instructor's Manual contains a complete copy of the Student's Manual. Answers and suggestions for questions posed in the Student's Manual are also included as well as suggested instructional strategies and student evaluation procedures. Reference will be made in this manual to a set of overhead transparencies which are used in conjunction with the lecturettes suggested for each unit. **Typeset master copies of these overhead transparencies, suitable for photo or xerox reproduction, are appended to this Instructor's Manual. Please note that Overheads containing the Objectives for each unit contain only key words for each Objective; the complete Objectives are listed at the beginning of each unit in the Student Manual.**

There are six instructional units in this course as well as an Introduction and Conclusion. These units are:

1. Historical and Theoretical Considerations. (10%)
2. Trait and Factor Based Theory. (20%)
3. Developmental Vocational Theory. (25%)
4. Social and Learning Based Theory. (15%)
5. Client Centered Theory and Other Approaches. (10%)
6. Other Factors in Vocational Development. (10%)

Suggested percentage time allocations for each unit are given in brackets immediately following the title for the unit. Admittedly, such allocations are based on the author's personal preferences and judgement of the applicability of various approaches to the practicing vocational counsellor as well as considerations of the extent of content information to be covered in each unit. Suggested time allocations are based on the premise of a 30 - 40 hour half-course and account for 90% of allocated time leaving 10% remaining for the Conclusion, unplanned activities and varying priority of content.

You will note that this course is based on a good deal of student reading and study in advance of any formal classroom activity. Readings have been selected which should provide the student with the background necessary for each content area. A minimum of classroom time is envisioned in didactic presentation of basic principles; class time is reserved for explanation, elaboration, and application in a group work environment. In order to proceed through this course at an acceptable rate, it is necessary that this principle of student advance preparation be adhered to by the instructor. Students must not come to expect that they will be able to "pick up" required information in class without the labor of advance preparation. In most cases, suggested classroom activities are impossible without such advance preparation.

A major intended instructional method for this half-course is class discussion of the **Important Questions** section of the Student Manual and student presentation and discussion of the **Relevant Experiences** section of the Student Manual. Such methodology will be useful only if students have gained an appreciation of the basic content of a unit in advance of such activity. This methodology has proven fruitful in dealing with adult students, particularly those with a good deal of related practical experience.

For classes of less than thirty students, the author has used a number of sub-groups each working on selected questions with some form of presentation or sharing with the total class. It does not seem to be necessary for students to actually discuss each question as long as there is some method to allow for their exposure to possible "answers". In order to assure maximum participation and "cross-fertilization", membership in groups is varied from unit to unit. Instructor input for these groups is largely one of keeping the group "on task", of challenging opinions, beliefs, and values, and of facilitating sub-group presentation to the larger group or class.

For each of the six units to follow, you will find a facsimile of the Student Manual with the addition of sample answers to questions and two separate sections entitled Instructional Methodology and Evaluation. It would probably be most useful for you to familiarize yourself with the content and orientation of each unit before planning your instructional strategies for that unit. In most cases, selections must be made from a variety of possibilities and decisions made as to the most useful process to use with any particular class.

UNIT 1- HISTORICAL AND THEORETICAL CONSIDERATIONS

Objectives

After reading the material and completing the individual and classroom activities associated with this unit, you should be able to:

1. Describe the nature of theory in simple terms; extend this description to vocational theory.

2. Outline several critical developments in the field of vocational guidance in the past 100 years.

3. Itemize several things to look for in evaluating the usefulness of a vocational theory.

4. Name some social and environmental conditions existing in Canada which any theory of vocational development must take into account.

5. Discuss several different ways of categorizing vocational selection and development as represented in the readings.

Basic References

1. Herr, E. L., & Cramer, S. H. **Career Guidance Through the Life Span**. Toronto: Little Brown & Co., 1979. Pages 1-48.

2. Weinrach, S. G. **Career Counselling: Theoretical and Practical Approaches.** Toronto: McGraw Hill, 1979. Chapters 1, 2, 4, 5, & 6.

3. Whiteley, J. M., & Resnikoff, A. **Career Counselling.** Monterey, California: Brooks/Cole, 1978. Chapters 1, 2, & 3.

Background Reading

Carkhuff, R. R., Alexik, M., & Anderson, S. Do we have a theory of vocational choice? In R. M. Roth, D. B. Hershenson, D. B., and T. Hilliard (Eds.), The Psychology of Vocational Development. Boston: Allyn and Bacon, Inc. 1970.

Dolliver, R. H., & Nelson, R. E. Assumptions regarding vocational counseling. Vocational Guidance Quarterly, 24, pp. 12-19, 1975.

Katz, M. R. The name and nature of vocational guidance. In H. Borow (Ed), Career Guidance for a New Age. Boston: Houghton Mifflin, 1973.

Menninger, W.C. The meaning of work in western society. In H. Borow (Ed.), Man in a world at work. Boston: Houghton Mifflin, 1964.

Miller, C. H. Historical and recent perspectives on work and vocational guidance. In H. Borow (Ed.), Career Guidance for a New Age. Boston: Houghton, Mifflin, 1973.

Miller, C. H. Career development theory in perspective. In E. L. Herr (Ed.), Vocational Guidance and Human Development. Boston: Houghton Mifflin, 1974.

Morea, P. C. Guidance, Selection, and Training. London: Routledge & Kegan Paul, 1972.

Parsons, F. Choosing a vocation. Boston: Houghton Mifflin, 1909.

A Historical Perspective

"The field of vocational guidance is so wide, its activities so varied, and its development so recent, that no study can include all the present plans in one comprehensive survey" (Brewer, 1926, pp. 20).

"In its beginnings about two decades ago, the guidance movement was concerned only with vocational guidance" (Proctor, 1925, pp. iv).

Men and women have engaged in vocational activity or work since long before recorded history. It is only recently that work or the selection of work has been a focus for study. The idea of choice of work, indeed the very notion of career itself, is something that has become accepted only in the past hundred years. The scholarly study of work and the notion that work and careers were important areas for the education of the young are even more recent phenomena, gaining prominence only since the turn of the century. Early works in vocational counselling, or guidance as it was often called, (Brewer, 1926; Proctor, 1929; Parsons, 1909) spent a good deal of effort in providing a rationale or legitimacy for vocational counselling. Attempts were made to integrate ideas of vocational guidance with more accepted notions of democracy, moral education, physical education, unemployment, and mainstream education. Focus was more on education than on psychology, an area going through its own growing pains at the time.

Tolbert (1974) discusses the historical development of vocational guidance in terms of the "schism [developed] between guidance, on the one hand, and the industrial world on the other" (p.7)., a division existing to the present day. This distinction is further reinforced by Miller (1973). Morea (1972) presents a capsule history of work, providing a particularly important perspective for the development of vocational guidance thought.

The history of vocational guidance or counselling is the history of emerging and fading sub-areas, principles, and priorities. Hansen & Borow (1973) outline a number of deficiencies that they saw with then-present day vocational guidance. Their concerns range from overemphasizing certain areas, such as testing, or preference for selected clientele, to the questionable efficacy of certain vocational counselling practices.

The Nature of Vocational Development Theory

"Nothing is as practical as a good theory" (Various sources; often attributed to John Dewey).

Vocational guidance has always been concerned with theory. Of concern has been the answer to two major questions, **"How do young people select careers?"** and **"How can vocational guidance or counselling improve career selection?"** Logically, you might expect that the first question must be answered before the second could be dealt with. However, in an historical perspective, it was this second question which was paramount. Early writings in the field often operated on the unstated assumption that career selection was a highly cognitive process, required a good deal of information in order to improve choices, and was a similar process across age and maturity levels.

Current writings in the field tend to either focus on the first question, or attempt to integrate the "how's" of career selection with the "how's" of improving career selection. It is this dual purpose which forms the focus of this course, **Vocational Development Theory.**

Before attempting to deal with vocational theory, a few words about the nature of theory. What is it and why is it important?

Theory, as it pertains to vocational development, seeks to **explain** the truism that everybody ends up "selecting" some job or career, even if by default. Theory also seeks to **predict** other career-related phenomena, such as work-satisfaction, which, on first glance, may not appear to be related to actual career choice.

It is this explanation and prediction which is at the heart of any good theory. In fact, the usefulness of a theory is evaluated in terms of how well it does these very things. Carkhuff et. al (1970) outline the basic principles of a good theory and evaluate a number of current vocational theories in terms of these principles.

It has often been said that a good theory must assist in predicting the unobservable or partially observable, as well as providing an explanation of the observable. Let us start from the simple fact, already stated, that people "select" jobs or careers. How do they do that? Are there similarities between people? What factors influence career choice or process of choice? What are the effects of modifying influential factors on eventual career choice? We will see that there are a number of different "schools" of thought dealing with each of these questions. Each "school" seeks to explain the observation that nearly everyone ends up in some sort of occupation or occupations and also explain a number of side-issues related to career choice.

The point to keep in mind in studying any theoretical position dealing with vocational guidance or counselling is that a theory represents an abstraction from reality, and as such can only be expected to offer an imperfect representation. Theory seeks general explanations and predictions for events which are often totally understandable only by idiosyncratic explanations. Each person is unique, has a unique history of experience and is operating in a unique environment. No theory developed for global explanation, no matter how comprehensive it appears to be, can ever hope to explain that uniqueness perfectly.

As suggested by Tolbert (1974), vocational development theories are only partially research based and are still tentative. Theory, however, is often better suited to the explanation of behavior than a totally atheoretical or idiosyncratic perspective. Whenever comparisons must be made between individuals, whenever general predictions must be made on the basis of incomplete information, or whenever the reliability of explanation or prediction must be monitored, a theoretical perspective is often useful. In applying theory, care must be taken not to force the situation to fit the theory but rather to see the contribution of the theory to an understanding of the situation at hand. It is the situation or phenomena that exists - in this case, people working or engaging in career activity. Theory seeks only to explain and elaborate on that phenomena - with lesser or greater success.

A Classification of Career Development Theories

"Classifying theories according to their similarities helps to understand and utilize them, but should not lead to the conclusion that one must adopt one or the other" (Tolbert, 1974, p. 29).

There have been many attempts to classify the proliferation of vocational development theories (Tolbert, 1974; Miller, 1974; Roth, Hershenson, & Hilliard, 1970). Each classification seeks to categorize various theories according to their similarity on dimensions deemed important by the author. Sometimes, as with Miller (1974), these dimensions are not spelled out, leaving the reader with the impression that the categorization used is the only one correct or possible.

Like the theories categorized, any classification of theories does its job imperfectly, "rounding off the edges" of the fine distinctions between largely similar perspectives in the interests of parsimony and conciseness. This student manual is no exception to this generalization. Theories have been "lumped together" on a largely utilitarian basis, with the resultant weakness that, within similar "families" or groupings of theory, similarities rather than differences are emphasized.

There are three specific categories of vocational development theory used in this student manual, Trait or Factor Based Theory, Developmentally Based Theory, and Social and Learning Based Theory, as well as one general "catch-all" category, Other Theories. In terms of other systems of categorization referred to in your readings, I have been parsimonious in the extreme in my use of only three major categories. However, I think you will find the distinction useful, particularly since I suspect you may be inclined, on the basis of your reading of certain references in this unit, to doubt the validity of all categorization schemes or doubt the utility of categorization all together!

Trait or Factor Based Theory refers to those families of vocational thought that focus on characteristics in the individual and/or the environment that are critical to career choice and success. These are dealt with in Unit II.

Developmentally Based Theory refers to those families of vocational thought which focus on the process of vocational selection and/or typical vocational behaviors at varying stages of maturity. These are dealt with in Unit III.

Social and Learning Based Theory refers to those families of theories which seek to explain vocational behavior in terms of an individual's past experience or expected future. Included are more traditional behavioral or learning based theories as well as psychodynamic or psychoanalytic approaches. These are dealt with in Unit IV.

Other Theories refers to a variety of different perspectives which do not readily fit with the three approaches described, even with a good deal of "edge rounding". This area would also include some positions which are not complete vocational theories, eg., client centered approaches. These are dealt with in Unit V.

Important Questions

1. How did you make the career choices you have made?

   Answers here should be framed in terms of what events or circumstances have been instrumental in career choice. There is no "right" answer to this question; it is designed to stimulate thought about how career choice theory might apply in the case of an individual student.

2. What have you learned about the nature of theory from your other coursework? How can this be applied to vocational development theory?

   Once again, there is no "right" answer. Rather, a student's answer should focus on the essential elements of a good theory so that this knowledge can be applied to her/his impending study of vocational theory. Of particular interest might be differences between the notion of theory in the physical versus the social sciences. For those students whose backgrounds include the study of personal counselling theory, this question can assist in the integration of personal and vocational counselling theory.

3. What do you know about "families" of theory from other branches of counselling, most notably personal counselling theory?

   The notion that theories are not totally idiosyncratic is an important one for students, particularly as this applies to vocational theories. As in the previous question, the association between vocational theory and other types of theory must be made, this time in terms of "families" of theory rather than any specific theory. Students should develop an appreciation for the limitations of any clustering of theories attempted for the purposes of explanation or analysis.

4. What use is a theoretical perspective in assisting the practicing vocational counsellor?

The student's answer should focus on the notion that theory can help to explain that which is observed and assist in making inferences which go beyond observable data. Theory is a vehicle for the systemitization of knowledge; it allows for the development and verification of "hunches" and can provide a useful framework for practice as well as suggesting new practice.

5. Is an awareness of vocational theory important to individual vocational choice?

Most people do not have an awareness of vocational theory and yet they make vocational or career choices. Theory can provide a vehicle by which to analyze or evaluate choice but it need not be taught to the student per se. Such knowledge of theory is **critical** to the vocational counsellor since it can provide a verifiable framework for practice.

6. What are some underlying Canadian cultural and social values associated with work and career choice?

Answers here should focus on the North American work ethic, the expectation that individuals should enjoy and receive some personal fulfillment through their job, and the notion that self concept is associated with work.

7. What would you look for to "test" or evaluate any theory of vocational choice?

There are many considerations: applicability to a variety of subgroups in the population, internal consistency, practical implications, role of chance factors, applicability over the life-span, range of factors accounted for, etc.

8. To what extent is any theory of vocational choice or development dependent on the economics and demographic structure of a nation?

The application of most theories does not take such factors directly into account. Answers here should demonstrate an awareness of the **constraints** that these factors exert on possible choices. Such factors do not affect choice directly but may exert a moderating influence in the latter stages of decision making.

9. What differences ought to be expected between the sexes, various minority groups, and socioeconomic strata regarding vocational development and choice? Why might this be so?

This question gets at the influence of environment on vocational decision making. Different theories take environment into account in different ways and students should be sensitized to this before studying such theories. This question is best answered by drawing on the student's own experience and relating such experience to principles of learning and acculturation.

Relevant Experiences

1. Interview several people, representing a cross-section of ages and careers, as to their method of career choice. What factors explain their career behavior? Are there similarities in these factors dependent on the ages of your interviewees? To what extent does a particular period of history dictate a theory of career choice?
2. Briefly summarize your own "theory" of career choice. Save your notes so you can compare this theory to one you might put forward at the end of this course.
3. What are some unstated methods or "theories" of career choice put forward in "pop" society, in undertakings such as television "soaps", talk shows with interviews of famous persons, comic books, movies, biographies, etc. What influence might exposure to these "theories" have on a student's career selection?
4. Talk to people who seem to be unhappy with their career choice. How have these choices been made?
5. Read several of the interviews and descriptions contained in Studs Terkel's (1975) book, **Working**.

Instructional Methodology

An unstated but important purpose of this unit is to get students thinking about theory in general and vocational development theory in particular. This unit should prepare them for a critical examination of specific theories in the remaining units in this course. In a half-course such as this requiring the learning of specific content, it is important for the students to appreciate that they are learning a useful approach, but not the only approach.

Overheads #1 - 4 are designed to be used in conjunction with lecturettes associated with this unit. Suggested instructional methods that could be used with this unit include:

1. Review unit objectives using Overhead #1 after students have had the opportunity of reviewing the Basic References and as much of the Background and Additional Reading as necessary.

2. Deliver a short review lecturette using Overheads #2-4 which summarizes important questions, functions of vocational development theory, and the theory classification system used in the student manual. Students will need to be reminded that this system of classification is only one such possible system and that theories highlighted in the course are those of most significance for practicing vocational counsellors.

3. Ask a student who has a physical sciences background to explain a theory from his/her area of expertise and to describe some purposes of theory in the physical sciences. This could be contrasted with input from a student with a background in the social sciences (other than Psychology).

4. Ask several students to undertake Experiences #1 or #4 and to report to the class.

5. Have students undertake Experience #2 individually and then to explain and share their theory in dyads. Try to see if there are similarities in the opinions of class members.

6. Ask a student to prepare a report based on Experiences #3 or #5 for presentation and discussion by the class.

7. Have student sub-groups deal with the **Important Questions** with presentation to the larger group. Try to ensure that their answers show a knowledge and appreciation of the reading.

Evaluation

There are two types of evaluation that the instructor will want to keep in mind, most particularly, during this initial unit. The first type is an evaluation of student knowledge based on the **Objectives** and **Important Questions** sections of the unit. The second type is student reaction to the course and the manner in which instruction is proceeding.

Experience in operating a course of this type, which utilizes a good deal of individual student reading and advance preparation, indicates that the first unit is important in reinforcing the necessity of advance student preparation. Once students have gone through one unit they are generally better prepared for subsequent units. A viable method of ensuring this is to suggest that reading for the next unit (in this case Unit II) be undertaken at the same time as classroom activities are proceeding for the current unit (in this case Unit I). A realistic instructor is also aware that some students will never undertake such advance preparation in spite of suggestions, bribery, or threats!!!

The best way to get at student input as to the format of the class and your instruction of it is to ask! This can be done informally during class or by the use of an appointed "feedback committee" whose purpose is to gather student reaction. Considerable information is also available informally, through observation. At this point in the course, it is important not to be unduly concerned with negative reaction towards the instructional format. Most students are unfamiliar with this type of format and may initially react negatively, although such reactions usually moderate by Unit II. Try to use constructive student suggestions for change which do not violate the basic principles of advance preparation and individual reading.

Be encouraging and receptive of students' ideas regarding classroom activities or experiences that might assist in learning.

There is usually no formal student evaluation associated with this unit. The most fruitful type of instructor feedback is individual, offered to those students who do not appear to be undertaking the required advance work. Other feedback is informal, based on individual or subgroup responses to the **Important Questions.**

Additional Reading

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UNIT II - TRAIT AND FACTOR BASED THEORY

Objectives

After reading the material and completing the individual and classroom activities associated with this unit, you should be able to:

1. Describe the basic principles of trait and factor vocational theory.
2. Outline the various traits or factors deemed important by various proponents of this approach.
3. Trace the development of trait and factor vocational theory from its origins in the early twentieth century to present day practice.
4. Demonstrate the relationship between the rise of trait and factor vocational psychology and the emergence of the North American psychological testing movement.
5. Describe and discuss the methodology of using the trait and factor method in vocational counselling.
6. Discuss the "criterion problem" in the validation of trait and factor approaches.
7. Demonstrate the relationship of Holland's approach to the mainstream of trait and factor vocational theory.
8. Outline and analyze several criticisms of trait and factor vocational theory.

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Capsule Summary

"The foundation of modern concepts of counseling rests upon the assumption of the unique individuality of each child and also upon the identification of that uniqueness through objective measurement as compared with techniques of subjective estimation and appraisal (Williamson, 1965b, pp. 56)"

Parsons (1909), who is often credited with being the father of the vocational guidance movement (Weinrach, 1979), was an early proponent of the trait and factor method of vocational counselling - even though the label did not appear until much later.

At its simplest level, trait and factor approaches are concerned with the comparison or matching of individual characteristics or traits with those required or desired for any given occupation or cluster of occupations. Parsons (1909), in his early work, talks of the necessity of understanding of self, knowledge of the requirements of work, and "true reasoning" to merge these two areas. This philosophy formed the basis of much of the early work in this area, lasting to the present day.

Trait and factor approaches require **measurement**, both of individual characteristics and environmental considerations, as well as some method to **compare** these two areas. Individual characteristics to be measured include aptitudes, personality variables, needs, interests, intelligence - anything that could be an influential factor in career success. Environmental considerations can range from "standardized work units" (Williamson, 1964) to productivity or work satisfaction measures - anything that is measureable in the work place. The most common method for comparing results from these two areas is actuarial or statistical, predominantly regression or discriminant techniques. This has the effect of emphasizing those traits which have a high relationship or correlation with the environmental considerations, regardless of the causality of such relationships.

Much of the pioneering work with the trait and factor method occured in the early part of the twentieth century. The American military was an early user of the method in selecting and assigning enlisted personnel during World War I. In fact, many early publications in the field were based on studies of ability and performance in organizations such as the military or multi-national corporations where a large pool of subjects was available for sophisticated statistical analyses.

The development of the testing industry was probably the biggest single side-effect of the dominance of the trait and factor method in the early twentieth century. Better tests, it was reasoned, would help in making firm the relationship between the individual and the work environment. Guidance, it was reasoned, involved enlightening the individual as to his/her personal "objectively measured characteristics" and how these might "fit" into a particular career. Career choice was a highly cognitive process, not to be left to the vagueries of "subjective" wishes or desires. Induction and "advice" were the hallmarks of the enlightened vocational counsellor (Parsons, 1909) predicated on a belief in man as a rational being (Williamson, 1950).

What has differentiated the various proponents of the trait and factor method has been the emphasis given to various personal characteristics. Early writings emphasized intellectual factors and aptitudes, giving birth to psychometric instruments such as the General Aptitude Test Battery, used in both the United States and Canada. Other writers focused on personality variables (Holland, 1959), values (Lofquist & Dawis, 1978), needs (Cautela, 1959) or a variety of personal characteristics (Scissons, 1979), each with an accompanying array of measurement techniques and instruments. Very often, the same characteristics are described by different authors using different terms, giving rise to a false assumption of theoretical independence. More importantly, many theoretical propositions do not purport to be all encompassing, concerning themselves more appropriately with a selected aspect of the vocational process such as work adjustment (Dawis et al, 1968), satisfaction (Barton & Cattell, 1972), or change through experience (Scissons, 1979).

The Canadian Classification and Dictionary of Occupations (CCDO) and the Dictionary of Occupational Titles (DOT) reflect important Canadian and American efforts to relate a wide variety of individual traits to characteristics of those employed in particular jobs. In each case, a counsellor is able to compare individual functioning with **typical** and **critical** levels of performance and preference associated with many specific jobs and clusters of occupations.

Parsons (1909) outlines a method for the implementation of the trait and factor approach. Summarized, his approach progresses from a gathering of personal data and self-analysis information, discussion of the counselees own choices and decisions with accompanying counsellor analysis, assessment of the vocational field, and counsellor advice in choice of vocational future - all based on his approach of examining the individual, work and the relationship between the two. This method forms much of the basis of present-day use of trait and factor approaches (Williamson, 1965), a point emphasized by protaganists of the approach.

The trait and factor approach has not been without its opponents. In the main, criticisms with the approach have focused on the static nature of measurement in terms of the dynamics of career development (Super, 1942), errors in all phases of the testing operation (Hopson, 1968), the dubious validity of many of the currently available tests (Hopson, 1968), criterion problems in relating test results to career success (Herr & Cramer, 1979), and the overly simplistic approach utilized by some practitioners. As well, a basic premise of the trait and factor method, ie., the demonstrated relationship between present counsellee state and job characteristics, implies that characteristics are important or critical simply because they are related. The approach, it has been argued, is appealing on a rational level but has little demonstratable efficacy.

In terms of the total variance associated with career success, conventional trait and factor approaches offer a mediocre explanation at best. Crites (1969) questions an approach which relies on the relationship between personal characteristics and career success. He indicates that, even if the relationship between the two is strong, there may be little relationship between career success and other personal factors such as work satisfaction. Counsellees may be very good at that which they do not have an interest in or enjoy!

The inherent logic and seeming reasonableness of trait and factor approaches may be its greatest weakness as well as a decided strength. The method seems too simple, too lock-step. It is true that the method does not take into account the **reasons** for the development of particular characteristics, or the method of such development. But is also true that a knowledge of the reasons or process may not necessarily be helpful in facilitating career choice.

There has been some argument as to whether trait and factor approaches even constitute a theoretical approach (Carkhuff et al, 1970), being more properly thought of as a **collection of techniques** appropriate for use within the framework of other, more "theoretical" propositions. Prediger (1974) presents a cogent argument for the **importance** of trait and factor approaches but is less convincing in relating the approach to theory. Every vocational approach, he argues, takes into account considerations of counselee attributes or abilities. Perhaps the theory, if it is indeed a theory, is less advanced than its practice.

Holland's Trait Approach

A specific aspect of general trait factor theory is that put forward by Holland (1968). This approach has been so popular and has spawned so much writing over the past two decades that there has been a tendency to discuss it in isolation from its parent area of general trait and factor theory.

Holland (1968) uses a six factor personality-type system to categorize both individuals and work environments (Weinrach, 1979). In point of fact, only individuals are appraised since work environments are categorized by the preponderance of individuals occupying those environments. Although Holland's earlier works argued, tacitly at least, for one of six types of personality styles, later works (Holland & Gottfredson, 1978) allow for more blending of personality and environmental types around a dominant orientation.

As noted, Holland's propositions have been the subject of a good deal of research, much of it from Holland himself or his associates. Two instruments, The Vocational Preference Inventory and The Self-Directed Search have been developed as a result of this theory and are widely used for vocational assessment.

Much of the criticism leveled at trait and factor vocational theories can be applied to Holland's (1968) proposition. An important additional criticism is that, since environments are defined by those who occupy them (Weinrach, 1979), there is an underlying assumption that "birds of a feather flock together" or at the very least that the "birds" will be happier and more successful if they do so! Since the theory focuses only on one area of personal characteristics, personality, the percentage of explained variance associated with career success is reduced.

The Application of Trait & Factor Theory

"Skilled trait-and-factor counselors attempt to help their clients assess their strengths and weaknesses and interests and values in relation to the characteristics and skills required for employment in various occupations. This assistance is offered in one or more interviews in which test results are reviewed and interpreted and rational decisions are attempted" (Weinrach, 1979, pp. 68).

It is doubtful if any practicing vocational counsellor can ignore trait and factor theory. Nor should he/she want to. The diagnosis aspect of trait and factor theory forms a basic tenet of most vocational theories, even though there is considerable variability in what is being assessed or how the assessment is carried out. All theories, as we shall see, rely on the assessment of one or another counselee characteristic or state-of-being.

It seems that the whole aspect of formalized testing or assessment has been given too much emphasis in descriptions of trait and factor approaches. Formalized testing is only one method to assess a characteristic and may not be the best method for all characteristics or circumstances (Scissons, 1978). The interview is still the most common diagnostic tool in vocational assessment (Clowers & Fraser, 1977), independent of counsellor theoretical orientation.

All uses of the trait and factor method are based, to lesser or greater extents, on Parsons (1909) original treatise; the individual and environment are still analyzed and some reasoned relationship is still developed between the two "measurements". What has changed, is the accuracy and ease with which such measurements and "reasoned judgements" can be made. In a typical procedure, a counsellee completes a battery of standardized psychological assessment instruments as well as some self-assessment schedules covering a variety of personal characteristics and preferences. Once obtained, these results are norm referenced to a comparable group, eg., grade twelve students, and then compared to measured characteristics of a variety of occupational groupings; very often this stage is facilitated by reference to a computerized data file. The counsellee is presented with a variety of occupational clusters for consideration and discussion with the counsellor.

Good counsellors use a trait and factor approach judiciously, keeping in mind such problems as measurement error, the instability of personal ratings, unexplained phenomena, and the like. The biggest advantage for the counsellee may be that the approach often provides the framework around which a serious discussion of self can take place. The good counsellor will realize the often tenuous nature of early occupational preferences (the author wished to be an ashman but the position was phased out!) and govern assessment accordingly. Good trait and factor vocational counselling, like good prescriptive medicine, is seldom as simple or clear-cut as it seems!

Important Questions

1. What are the implications for counsellors of adhering to a belief in the efficacy of trait and factor methods?

   Implications centre around the necessity to develop and implement a student assessment program and to find ways to use such information in individual and group vocational programs. Informed use of such an approach requires considerable knowledge of the principles of asesssment and human measurement as well as an appreciation of the "criterion problem" in validating such approaches.

2. What different approaches might be taken by a counsellor using a needs based vs. a personality based trait and factor perspective?

All trait and factor approaches require the assessment of traits or characteristics. Major differences between approaches depends on which characteristics were selected for measurement and the predictive validity of such characteristics in occupational choice and satisfaction. Counsellor intervention based on such assessment would also vary, dependent on perspective.

3. Given the imperfect relationship between personal traits and eventual career performance, how can a counsellor assess the utility of undertaking extensive counsellee assessment?

   There are a variety of assessment methodologies; group, self, etc. Each has certain advantages and disadvantages. The major benefit of the trait approach may be the fostering of student self-evaluation. Before undertaking any type of formal evaluation, some type of "cost benefit ratio" must be established where advantages of proposed additional information are weighed against the human and physical costs of obtaining the information.

4. Must a trait and factor approach encompass the use of standardized psychological assessment?

   This is one approach to measurement but certainly not the only one. As already noted, a realistic goal of the trait and factor counsellor would be to foster improved self-assessment strategies. Standardized assessment is most worthwhile for those attributes which are inherently more measureable or those which have a demonstratable effect on performance. Very often, the fine distinctions which are purportedly obtainable with rigorous assessment strategies are not obtainable in practice or are more precise than necessary given the imperfect relationship to a criterion.

5. What is the place of self-assessment in a trait and factor approach?

The development of a critical approach to self-assessment should be a paramount goal of a counsellor using this approach. It is particularly important in dealing with adults whose contact with a vocational counsellor may be very limited. Clients must learn to make their own decisions largely based on their own sources of information.

6. What are the effects of using trait appraisal instruments which are low in validity in attempting to provide evidence for the usefulness of a trait and factor theoretical perspective?

   The lower the validity of any instrument used, the lower the expected relationship between instrument and criterion irrespective of the magnitude of the actual relationship.

7. How do various trait and factor approaches "measure up" in terms of the attributes of a good theory?

   The principle attributes by which various approaches should be evaluated are to be found in the answers they provide to questions such as: "How do young people select careers?" or "How can vocational guidance or counselling improve career selection?". Traditionally, trait and factor approaches provide a better answer to a selected aspect of the first question, ie., what factors are related to occupational success, and a selected aspect of the second question, ie., the use of tests to appraise personal characteristics. Approaches such as that of Holland limit the range of characteristics under consideration as well as how these characteristics are assessed; such criticism could be applied to most trait and factor approaches.

8. How do you respond to the accusation that trait and factor approaches are doomed to failure because they attempt to relate a static measurement to the ongoing process of career development?

   Most current trait and factor practitioners do not argue against the viability of developmental principles in vocational theory. Trait and factor approaches are useful for assessment within stages as a governance of practice at specific points. The process is not so dynamic or fast changing that it cannot be "stopped" or held up for examination at any number of key points. The measurement is often related to the product of certain stages, rather than the process of reaching such points.

9. What would a marriage between a trait and factor theorist and a computer look like? Would the "match" be a happy one?

   The marriage is a logical one, given that performance can be quantified and the relationship between predictor and criterion can be clearly established. An examples might be CHOICES.

10. In most trait and factor validity studies an individual is compared to a person already functioning in a position rather than to the same person **before** he/she entered the position. What are some possible problems with this approach?

    The problems are those inherent in any kind of cross-sectional study. The effect on the individual of being in the occupation is ignored, presuming that he/she is unchanged from entry. Longitudinal approaches comparing individuals in an occupation measured before occupational entry with prospective candidates before occupational entry can do much to alleviate this problem.

11. How might a counsellor apply trait and factor methods differently dependent on the age or maturity of the counsellee?

    The role of self-assessment would differ dependent on the maturity of the client. As well, older individuals would have had the opportunity to establish a clearer relationship between assessed ability and actual performance. Age would also provide some assistance to the counsellor in selecting particular areas for assessment.

12. What personal traits or factors have been most influential in your own career selection?

There are no "correct" answers to this question. Focus should be on hypothesizing factors and demonstrating relationships.

Relevant Experiences

1. Complete the Vocational Preference Inventory or The Self Directed Search. Score your own profile and use the Canadian Government publication, Holland Codes for C.C.D.O., to compare your own characteristics to those of a variety of occupations.

2. Look up your own career choices in the Canadian Classification and Dictionary of Occupations: Volumes I & II. How does your self-estimate of personal characteristics fit with those indicated for your choices?

3. Complete and interpret the Canadian Government publication, the Occupational Exploration Questionnaire.

4. Arrange to go through the Canadian government program, CHOICES (Government of Canada, 1979).

5. Review your own academic background, in much the same manner as a vocational counsellor might, to pick out traits or factors of personal strength or weakness. If you were giving dispassionate "advice" on the basis of your record, what might you say?

6. Evaluate your own work environment in terms of Holland's typology. Do you fit the pattern of individuals employed in your situation? What are the effects of deviance from, or conformity to, the norm?

Instructional Methodology

This unit is designed to have students focus on personal characteristics and preferences and their relationship to occupational selection and success. The intention is to provide students with an appreciation of this area in a historical perspective and the applicability of the area to current vocational practice.

Overheads #5 - #8 are used in conjunction with lecturettes associated with this unit. Suggested instructional methods that could be used with this unit include:

1. Review unit objectives using Overhead #5 after students have had the opportunity of reviewing the Basic References and as much of the Background and Additional Reading as necessary.

2. Deliver a short lecturette using Overheads #6 & #7 which focuses on the principles of trait and factor approaches as well as a method for implementing the approach. Encourage student questions and discussion of these points.

3. Use Overhead #8 to outline the principles of Holland's theory and the personality structure which comprises these principles.

4. Have all students individually undertake Experiences #1, #2, #3, or #4 and share their results in dyads.

5. Have student sub-groups deal with the **Important Questions** with presentation to the larger group. Try to ensure that their answers show a knowledge and appreciation of the reading.

6. In dyads, have students interview each other to assess strengths and weaknesses in terms of stated career choices.

7. In groups, have students analyze the characteristics of their present or intended work environment in terms of Holland's typology.

8. If time and location permits, arrange for a demonstration of the CHOICES program through your local Canada Employment & Immigration office.

9. Arrange for a guest lecturer who uses a trait and factor approach in her/his vocational counselling. Such a person might focus on the practical aspects of implementing such an approach.

10. Demonstrate an assessment interview for the class. Have students individually make assessments based on this interview. Discuss differences and similarities.

11. Brainstorm unstandardized ways to assess individual characteristics and preferences. Attempt to use these ways in classroom simulations.

Evaluation

As suggested in the previous unit, possible student apprehension regarding methodology should moderate by Unit II once students experience the advantages of self-study and class activity. Once again, informal questioning or the use of a student "feedback committee" may prove useful to "fine tune" the approach.

The major assessment of student knowledge of basic principles will come from their ability to handle the **Important Questions** listed at the end of the unit and used as a focal point in class discussion and analysis. Specific content questions based on the **Objectives** might also be used, although in small classes it is likely that the instructor will be able to monitor performance more directly through observation of classroom performance.

Very often in graduate courses of this sort, student essays are required. Possible topics associated with this chapter might include:

1. The history of trait and factor vocational theory.
2. Approaches to the "criterion problem" in the validation of trait and factor approaches.
3. Important factors and how they could be assessed.
4. Criticism of Holland's approach.
5. The stability of traits and factors.

Such topics might form the basis of a class presentation followed by student discussion and analysis.

Additional Reading

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UNIT III - DEVELOPMENTAL VOCATIONAL THEORY

Objectives

After reading the material and completing the individual and classroom activities associated with this unit, you should be able to:

1. Identify several different principles which form the basis of developmental vocational theory.
2. Compare approaches to developmental vocational stages taken by a number of important writers in the area.
3. Relate the development of vocational decision-making processes to stages of vocational development.
4. Discuss the relationship of vocational development programs to mainstream education.
5. Evaluate several criticisms of a developmental perspective as well as possible approaches to deal with such criticisms.

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Capsule Summary

Developmental vocational theory has often been presented as the antithesis of trait and factor approaches just studied. Like most oversimplifications, this observation hides as much as it reveals. The two approaches are different but they share a common history - and are directed towards the same ends. It is the process of reaching those ends which differentiates the two approaches.

"...occupational choice is a lifelong process of decision-making in which the individual seeks to find the optimal fit between his career preparation and goals and the realities of the world of work" (Ginzberg, 1979, pp. 130).

The idea that an individual will exhibit different career oriented behaviors dependent on age or level of maturity is not new and does have a great deal of "face validity". As youngsters, many of you will have verbalized strong wishes to "want to be" a cowboy/girl, policeman/woman, astronaut, doctor, teacher, etc., "when I grow up". These "choices" are usually of high visibility, action-oriented jobs likely to impress the very young and are not usually related to eventual career choice. As maturity progresses, as an individual's experience broadens, career choice becomes less related to daydreaming, usually culminating in a relatively stable pattern of occupational pursuit.

Several theories have been put forward which deal with these changes in career related behaviors from early childhood to adulthood, several even encompassing late adulthood and retirement. Each theory attempts to describe this behavior in terms of typical age or maturity related **stages** of occupational behavior and/or the development of mature vocational **decision-making** skills. Although various theories differ in terms of the number of stages used for description, how a lifetime is divided into such stages (ie., the cutting points that separate one stage from another), or the label attached to any particular stage, all share a common orientation.

This orientation, often unstated by some developmental "theorists" (to whom it could still be applied), is summarized by Ginzberg (1970) "occupational choice is a process; the process is largely irreversible [since modified (Ginzberg, 1979)]; compromise is an essential aspect of every choice" (p. 97). What differentiates developmental vocational writers is their description of the process and the nature of the compromise, **not** their belief in the reality of a process. Unlike trait and factor theories which emphasize selection and choice, developmental theories emphasize the process of selection and choice attempting to link this process to maturational benchmarks. The job of the counsellor in relation to this perspective is one of helper, seeking to influence career development and maturity in generally positive ways.

Early proponents of the developmental approach were a multidisciplinary team, Ginzberg, Ginsburg, Axlerad, & Herma (1952), who, on reviewing the then-present state-of-the-art in vocational counselling, found only an impoverished explanation for what they considered to be important issues. They offered a theory based on categories of occupational choice, ranging from "fantasy" choices indicative of the pre-teenager, through the "tentative" choices of the early and mid-teenager, to the "realistic" choices of the young adult. They, like many developmental theorists that followed them, did not pay particular attention to the eventual "goodness of fit" of any particular job selected by a counsellee, concerning themselves more directly to the nature of any eventual decision.

Also in the early 1950's, Donald Super addressed the stage problem in vocational development, believing, as did others, that trait and factor approaches ignored the process of development by concentrating on the product of occupational choice. His stage structure is more refined, uses a greater number of categories and sub-categories, and unlike the

Ginzberg et al (1952) approach, has spawned a good deal of research since first being presented (Super, 1979).

Within the overriding framework of the stage concept and the role that decision making played in the process of vocational development, various proponents have focused on a variety of distinct aspects. For Super (1979, 1980), a major aspect has been the development of the individual self-concept, reasoned on the belief that individuals seek careers and career changes in line with their beliefs about themselves.

David Tiedeman, in association with several associates (Tiedeman & O'Hara, 1963), is one of a number of individuals who, although agreeing with basic tenets of Super's (1979) approach, focus more on the aspect of decision making within stages. For him and his associates it is the development of vocational decision making processes which assumes importance, rather than vocational development, per se. Specialized aspects of vocational development have also been addressed by a variety of other writers. Knefelkamp & Slepitza (1978) and Bodden (1970) focus on the development of cognitive complexity or thinking processes in children. Blau et al (1968), while not purporting to develop a theory, deal with economic, psychological, and sociological aspects of vocational development. Bordin et al (1970) focus on development of gratification seeking behavior, whereas Crites (1972, 1974) focuses more on the measurement of vocational decision making behavior, or, as he refers to it, maturity. Most of the writers cited in reference sections of this Unit seek to formulate an analysis or explain an already existing analysis of the process of vocational decision making. In most cases, attempts are made to relate this to expected levels of maturity, and, in some cases, to focus on appropriate counsellor interventions for various stages of development.

The differences between the various approaches of the vocational development theorists referenced in this Unit may have little significance to the practicing vocational counsellor. All share the common orientation of vocational development within the context of physiological maturation, differing only on the importance of various elements in that developmental process.

The Application of Vocational Development Theory

For the practicing vocational counsellor adhering to the developmental perspective, the tasks are straightforward (Crites, 1979). They include some form of **diagnosis**, not of abilities, interests, per se, but rather of variables which might be indicative of where an individual could be placed within a particular developmental perspective. Rather than assessing personal traits, quality of decision making and self-concept would be assessed, followed-up by some form of **intervention** based on this analysis. For the individual who is functioning within the typical developmental "stage" indicative of his/her age, this intervention is primarily educational, seeking to assist the individual through a process which is largely self-directed. This type of intervention is often offered in groups and usually contains an occupational information or decision making component (Crites, 1973). For the individual grossly at variance with typical developmental expectations, this intervention may take the form of an individual remedial program tailored to deal with a specific deficit. In the later developmental stages, trait and factor assessment techniques are frequently used to assist the individual to better make an informed career decision.

Like the trait and factor approach, the developmental school is not above criticism. Part of this criticism has to do with the validity of the developmental stages themselves - each theorist seems compelled to offer his/her own, the lack of clear-cut boundaries between stages, and one complaint that could be offered of any theory, that the use of the principles result only in questionable success in influencing the quality of vocational decisions.

Important Questions

1. What variables would be important to look at in deciding a counsellee's stage of vocational development?

   Important factors would include knowledge of the occupational world, quality of decision making, range of interests, past vocational history, willingness to consider new information, etc.

2. How can decision making abilities be appraised?

   Simulation activities and consideration of decision quality from other areas are important methods. In considering actual decisions, the use of a rational, objective approach and consideration of relevant information are important variables. Ultimately, decision quality can only be appraised by the effects of decisions.

3. What are the implications for individual vocational counselling and group vocational counselling of a belief in a developmental perspective?

   Implications centre around the undertaking of activities appropriate for the indicated stage level of an individual client. At various times, exploration with no expectation of commitment is encouraged. At other times, firmer decision making is facilitated in conjunction with specific occupational information. At all points, appropriate decision making training, designed to foster stage specific behavior, is utilized. Individuals are not pushed to operate at stages in advance of their readiness. Activities are utilized which foster development leading to more advanced decision making and eventual choice and commitment.

4. Can the vocational development process be accelerated? Under what circumstances might this be attempted?

   Typically, the process occurs naturally, however, normative data is largely based on the assumption (and actuality) of non-intervention. It is likely that the process can be facilitated by the provision of experiences appropriate for each level since normal advancement may not be attained due to lack of opportunity for appropriate experience. One might attempt to accelerate the process in those situations where there is a decided gap between chronological age and indicated developmental vocational age. Such "acceleration" might take the form of providing a particularly enriching environment appropriate to the indicated developmental stage.

5. What are some ways that one could evaluate the validity of the "stage" premise?

   Cross-sectional studies are the most common approach. This approach attempts to develop age-specific normative data which is then logically divided into "stages".

6. Can the "stage" premise account for the great variety of vocational behavior evident within early adulthood?

   As with any stage-based theory, later stages are usually broader in ranges of age and maturity. There is also a cumulative effect resulting from slower development in earlier stages. The "stage" premise can account for this variability but only by expanding the range of later stages.

7. Much of the background work with vocational development is predicated on a largely male sample. Would these findings also apply to females?

   Although the stage thesis itself may be applied to females, there is simply not enough evidence to prove or disprove a hypothesis of similarity. It seems logical to expect some similarity but not wholesale congruence.

8. Is there a danger that early phases of vocational development will be discounted in focusing more on later stages? (He's just going through a stage!!)

   Students should be aware that all stages are important and that early stages, which do not emphasize decision making per se, are just as important as later stages involving more concrete decision making.

9. At what point does the counsellor encourage choice rather than exploration? How is this done?

   Choice is encouraged at all points in vocational development. The nature and importance of the choice changes with maturity. Choice is facilitated by focusing on alternatives and implications of alternatives. Such decision making cannot be isolated from decision making in all other areas of a student's life.

10. What are possible effects of educational systems which require students to make career-significant educational decisions (eg., selections of important courses) before they are ready to do so?

    There may be less commitment to those decisions which are "forced" on an individual. At early stages, students may not be able to grasp the long-term significance of decisions they make, even if they appear willing to make those decisions which are forced upon them. More immature students should be encouraged to make related decisions which do not limit future opportunities.

11. If self-concept is important, what approaches could be taken to ensure that students have a positive and realistic view of themselves?

    Much of this must be done in areas of schooling having little to do with formal counselling. At the base of such approaches is the facilitation of those activities which can provide a student with a successful experience, an experience which is reinforcing.

12. Address the argument that a developmental perspective is too slow and delays students from doing what they really want to do - choose a vocation.

    Students may want to choose an occupation, and, in fact, may make choices which they do not view as tentative. The developmental perspective recognizes that, in the main, such choices do not hold up for the long term. Far from being too slow, a good developmental perspective is an expression of reality; the behaviors exist irrespective of the existence of a theory to explain them!

13. How does a vocational developmental perspective explain the young or mid adult who has made no committed career choice but who functions in a job solely of necessity?

    The individual may be afraid to make a decision, to risk failure in the pursuit of success. As well, he/she may have missed several of the requisite stages in decision making (Overhead #14) and be functioning from an information deficit.

14. What is the validity of the premise that people have an inner-directed need to work versus the opposite position that people work due to external necessity?

    Both positions are impossible to "prove". They are premises, and, as such, reflect a belief or particular philosophical orientation. Each has implications for the development and explanation of theory.

15. Is it possible that individuals may "skip" certain critical vocational development stages? What might be the implications of such an event?

    Certain stages may be traversed quickly. The age referenced norms for each stages are guidelines reflecting typical development.

16. What stage are you at in terms of your vocational development and vocational decision making skills? Can you identify other stages through which you have "passed"?

    Students should focus on behaviors they are exhibiting or have exhibited which are indicative of various stages.

Relevant Experiences

1. Complete one of the career maturity measures cited on pages 344-345 of your main text (Herr, 1979). Discuss your profile with other students or your instructor.

2. Interview several elderly people. Try to find out what occupational choices and decisions they made at various maturational points.

3. Interview several young children. Ask them what they want to be when they grow up; investigate the reasons for their choices.

4. Talk to several teachers to ascertain the level of decision making skill typical of students at various maturity levels.

5. Design a simulation activity dealing with decision making and decision outcomes for use by students of various age levels.

Instructional Methodology

This is a particularly important unit for students and includes a good deal of material to be covered. Quite obviously, choices will have to be made in terms of highlighting certain theoretical positions. It is important to provide students with an overview of the developmental perspective, whether or not they are ultimately capable of making fine distinctions between the perspectives of the different theorists.

Overheads #9 - #15 are designed to be used in conjunction with lecturettes associated with this unit. Suggested instructional methods that could be used with this unit include:

1. Review unit objectives using Overhead #9 after students have had the opportunity of reviewing the Basic References and as much of the Background and Additional Reading as possible.

2. Deliver a short lecturette using Overheads #10 - #15 which summarizes the basis of stage-based development and provides several different perspectives which illuminate this approach.

3. Undertake Experience #1 in class. Share results in dyads.

4. Assign different students Experience #2, #3, or #4. Have them report their findings to class.

5. Have students design a lesson that they might use in order to teach students (at an age level that interests them) about their own vocational development. Have several students test these lessons out by offering them for the class and getting feedback.

6. Have several students complete Experience #5 and use such simulations for class participation.

7. Conduct a demonstration interview with a mid-teenager. Assign different students the task of determining stage appropriate and inappropriate behaviors accordings to several theorists.

8. Have student sub-groups deal with the **Important Questions** with presentation to the larger group. Try to ensure that their answers show a knowledge and appreciation of the readings.

9. Have student sub-groups brainstorm possible ways to stimulate improved decision making for students at various stages. Discuss a selection of these in the larger group.

Evaluation

In this unit, there is a decided amount of content information as well as considerable scope for creative application. Questions listed in the **Important Questions** category should provide a good vehicle to gauge student knowledge in conjunction with observation of the classroom activities. Essay or short answer questions dealing with the following topics and questions will also be appropriate to assess student learning:

1. Similarities and differences between the "stage boundaries" of several of the theorists.

2. Criticism of the principles which form the basis of a developmental perspective.

3. A case study of an individual from a vocational development perspective.

4. Itemizing typical stage-specific behaviors.

5. Integration of trait/factor and developmental perspectives.

Additional Reading

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UNIT IV - SOCIAL AND LEARNING BASED THEORY

Objectives

After reading the material and completing the individual and classroom activities associated with this unit, you should be able to:

1. Relate psychoanalytic vocational perspectives to the mainstream of psychoanalytic thought.
2. Describe several psychoanalytic concepts such as pleasure, pain, anxiety, sublimation, etc., in terms of their vocational implications.
3. Outline the **development** of vocational behavior within a psychoanalytic perspective.
4. Discuss the key points of a social learning vocational development approach.
5. Describe a vocational counselling assessment interview in behavioral or social learning terms.
6. Relate the development of vocational behaviors in students to their experience in and out of school.
7. Formulate several concrete approaches that a vocational counsellor might use to influence student's "task approach skills".
8. Rationalize the use of individual versus group counselling procedures in a social learning vocational perspective.

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Capsule Summary

There have been a number of approaches to vocational selection or choice which are based largely on an individuals' experiential history. Broadly speaking, these approaches can be broken down into two schools, psychoanalytic and social learning based.

Psychoanalytic Approaches

"The pleasure principle drives an individual to behave in a manner that is immediately gratifying, forgetful of the future consequences of his actions, while the reality principle focuses attention on eventual and long-term gratifications at the expense of immediate ones. In choosing a vocation, presumably an individual is able to compromise between the two principles (Osipow, 1968, pp. 90-91)".

The influence of Freudian thinking on vocational development theory has been significant but, unlike its impact on clinical psychology, it has never been looked on as a major school of thought. Brill (1949) was a pioneer in the application of psychoanalytic approaches to career choice. Guided by a classical interpretation of pleasure and reality principles, he attempted to explain choice in terms of a variety of psychoanalytic constructs such as guilt and exhibitionism. Career choice, it was argued, was often affected by an unconscious sublimation of socially unacceptable predispositions. A plumber, for example, might have selected the trade because of early unresolved anxiety surrounding bowel function. Career counselling was thought to be of little value; anxiety surrounding career choice could only be effectively resolved via more traditional, life-oriented psychoanalysis.

Support for the principles of Brill (1949) and other lesser known vocationally oriented psychoanalysts was primarily based on case study examination. However a framework more recently described by Bordin et al (1970) has spawned a number of studies more definitive than typical case study methods.

The Bordin et al (1970) scheme was concerned with the link between early development of coping mechanisms such as substitution and the later development of complex decision making or coping behaviors. They attempted to develop a model which dealt with early instinctual gratifications and relationships, via unconscious processes, to eventual career choice and development. Careers were categorized according to their satisfaction of pre-existing states of dissonance which stemmed from early childhood experience.

The fundamental principle of psychoanalytic approaches, that early childhood experiences exert a powerful moderating influence on career choice and satisfaction, is compelling but difficult to utilize in a practical manner. For those who are oriented towards Freudian theory, the major use of the Bordin et al (1970) schema is in providing a framework for the counsellor to use in identifying counsellee modes of gratification seeking and in assisting to identify those occupations which satisfy such needs. In psychoanalytic terms the counsellor seeks to orient the counsellee towards the reality principle. Further assistance than that can only be effected through the laborious rigor of conventional psychoanalysis.

Social and Learning Based Approaches

"If counseling is construed and performed as a learning activity, then the counselor is to be seen as a teacher who leads the client toward the acquisition and exercise of more productive decision-making skills (Krumboltz & Baker, 1973, pp. 236)".

Another system of explaining and dealing with vocational choice is a social learning or behavioral approach. Like psychoanalytic approaches, this approach seeks to explain the influence of an individual's history and present environment on career choice. Unlike the psychoanalytic school however, such knowledge is then used in the design of interventions which seek to change or moderate the effects of this early experience.

Social learning or behavioral vocational development approaches developed as a logical extension of traditional behavioral or learning theory. Such theory sought to explain behavior in terms of its consequences as moderated by variables such as genetic endowment, constraints of the situation or environment, past history of learning and task approach skills (Krumboltz et al, 1978). In short, such an approach sought to identify those factors which exerted a demonstrated influence on career decisions or decision making. Like their clinical colleagues, social learning vocational psychologists were concerned with the explanation, prediction, and control of behavior; in this case, vocational behavior (Miller, 1968).

There is a definite tie-in between social learning theory and both trait-factor and developmental approaches. From trait-factor approaches comes a better appreciation of both genetic endowment (heredity) and past history (learning) although in most cases, assessment methods do not differentiate between the two in measuring their product. Many trait-factor assessment strategies purport to measure higher-order constructs rather than behavior, although such constructs are usually **inferred** from an analysis of behavior.

From developmental approaches comes an appreciation of the patterns of learning, since even dyed-in-the-wool behaviorists would seldom disagree that there are predictable patterns which are more-or-less true across individuals. Of particular note in comparing social and developmental approaches is the "concession" on the part of some learning theorists in recognizing the role of "task approach skills (Krumboltz et al, 1978, pp. 109)". These skills are described in terms of **predisposed** ways of coping with the environment (work habits, values, problem orienting, etc.). Such concepts have long been recognized by others, particularly theorists of the "cognitive" school, but were, until lately, unacceptable to many behaviorists.

Concepts of "task approach skills", as well as an understanding of past history, are most interesting to the social learning oriented vocational counsellor. In these areas the clinical assessment skills of the counsellor come into play. Focus is on understanding the subtle nuances of differences between individuals and possible effects of these differences in career decision making and satisfaction.

The job of the counsellor operating from a social learning perspective is two-fold. Firstly, it is to seek an understanding of a counsellee's genetic endowment (heredity), situational variables (environment), and past history (learning). Such information enables the counsellor to maximize the likelihood of accurate prediction of counsellee vocational behavior and, further, enables the counsellor to assist the counsellee in understanding the effects of these variables in his/her vocational development.

Secondly, the job is one of seeking to influence the development of "task approach skills". This may take many forms, most notably, teaching or instructional approaches. Since these task approach skills are learned, and since such learning occurs as a result of the consequences of past behavior, it follows that productive task approach skills must be taught, ie., they must be learned, in situations where the individual can experience success in the use of such skills. That is not to say that career selection must be **taught directly** since there is nothing to suggest that career decisions are approached in ways different from other types of decisions. Rather, these are generalized abilities, generalized task approach skills, which could be learned in non-vocational situations.

In more simplistic terms, the job of the counsellor is one of assisting the counsellee to select rewarding activities, ultimately, a rewarding career. By the use of the instructional model, ie., a model which ensures that an individual **learns** something, counsellors focus on that aspect of the career selection paradigm that they do have a chance of influencing. Genetic factors are fixed, situational variables are largely out of the counsellor's control, past experience is past; little is left to "manipulate" except such task approach skills.

The counsellor who chooses not to believe in the utility of social learning theories cannot totally escape the impact of such theories — the vocational counselling process itself has been described in behavioral terms (Woody, 1979). The interchange between counsellor and client has been regarded as a form of selective verbal reinforcement, even in supposedly nondirective client centered approaches. Vocational counselling itself has been viewed as a form of desensitization, involving a "progressive revelation" of more anxiety provoking material.

The efficacy of behavioral approaches and that of specific behavioral techniques (eg. verbal reinforcement) has also been demonstrated (Woody, 1979).

Important Questions

1. Is it possible to maintain a psychoanalytic perspective of career development without adopting the complete psychoanalytic approach?

   It does not seem possible to utilize a great deal from this perspective without more wholesale adoption of the underlying principles. A somewhat simplistic use of the perspective is possible but real applicability seems to depend on the adoption of extensive psychoanalysis, impractical in most educational institutions.

2. Is there danger in a counsellee depending too much on a counsellor for illumination within a social learning vocational counselling perspective?

   The real job of the counsellor in this perspective is in aiding the counsellee to understand how external forces have influenced vocational development. As such, dependence is likely only if the counsellor acts as an infallible interpreter of history, rather than assisting the counsellee to analyze significant events. The function of the counsellor can be likened to that of the teacher which does not necessitate (or preclude) dependence.

3. What is the relationship between the principles of social learning-based vocational counselling and the developmental approaches discussed in the last unit?

   Social learning principles can provide a framework to explain **how** vocational development occurs and can assist in the explanation of the variety of behaviors evident within the stage-based hypothesis.

4. How can you deal with the argument that career selection involves the interaction of causal events in such a complex fashion that it is more realistic to view selection as accidental?

The viewing of such events as accidental disallows individual responsibility. It will probably never be possible to explain all events but this does not preclude explanation of the more important ones. In any event, it may be that it is the process of looking, of studying and of analyzing, that is the most important.

5. What kinds of interview questions might be asked a counsellee in order to assess "task approach skills"?

Questions could get at ways that an individual has approached tasks in the past or hypothesized ways of dealing with future activities. It is the process of dealing with events that should be assessed, not the actual decisions, per se.

6. How could vocational interests be explained in a social learning perspective?

Vocational interests have developed as a result of an individual's experience in a vocational environment. Overhead #18 can assist in this explanation since it focuses on actual or expected consequences for action.

7. What are appropriate sequences of career-relevant exploratory-learning experiences referred to by Krumboltz et al (1978) (Chapter 5 of Whiteley, J. M., & Resnikoff, A. **Career Counselling**) and other writers? How can these be fostered?

These are pre-vocational activities which are designed to enhance an individual's experience with career relevant concerns. These activities would be intended to foster task approach skills, ie., would lead to productive ways of interacting with the environment. Such experiences are fostered by structuring real or simulated events such that participants can experience success and learn the process of analysis for use in increasingly complex areas.

8. Is a social learning approach to vocational counselling likely to be most beneficial in a group or individual setting? Why?

There does not appear to be any limitations for either individual or group application. In many ways, the approach is ideal for group practice since it allows for students to benefit from each others' experience and to learn new skills in a "modeling" context.

9. How would a vocational counsellor adopting a social learning perspective deal with decidedly unrealistic career selections on the part of the counsellee?

   Such unrealistic career selections could come about from problems such as those noted on Overhead #19. Solutions involve a "teaching" format, seeking to cause a re-examination of events on the part of the counsellee, to alter the task approach skills that will be used.

10. How might the learning of task approach skills be integrated into traditional school curricula?

    Integration would involve an emphasis on how we learn as well as what we learn. It would also involve instruction in problem solving as a central aspect of the curriculum in a variety of content areas.

11. In what ways are social learning and psychoanalytic approaches similar? ...different?

    The major point in similarity is the weight given to history in the explanation of current behavior. The major point of difference is in the reversibility of behavior and, in the case of psychoanalytic approaches, the development of higher order coping mecanisms.

12. What is the role of occupational information in social learning or psychoanalytic approaches?

    Occupational information can **assist** the counsellee in achieving a balance between pleasure and reality principles within a psychoanalytic perspective and in simulating occupational experience within a social learning perspective.

Relevant Experiences

1. Evaluate your own task approach skills. How do you typically approach major decisions such as career choice?

2. Think of examples of individuals who have overcome the effects of genetic mediocrity or impoverished early environment. Are there common characteristics of such individuals?

3. Design a simulation or role play activity for students which might give you some information on the task approach skills of the participants.

4. Read the biography of a successful person. How can this success be explained in a social learning framework?

5. Share your background with several others in your class. Try to isolate critical variables in your own history. What has brought you where you are today?

6. Interview a young adult who is undecided in his/her career choice. What factors have contributed to such indecision?

Instructional Methodology

Many of the students will have had some experience with social learning theory as a result of previous coursework in Psychology or Educational Psychology. Thus, it may be possible to tie such previous knowledge to the specific application of vocational counselling. Most students who have acquired a knowledge of psychoanalytic theory will not have done so in reference to a vocational perspective, nor will such students immediately see an associative link between psychoanlaytic and social based theories. It may be necessary to explore this relationship by considering the role of experience or past learning on behavior in general before considering vocational behavior in particular.

Overheads #16 - #20 are designed to be used in conjunction with lecturettes associated with this unit. Suggested instructional methods that could be used with this unit include:

1. Review unit objectives using Overhead #16 after students have had the opportunity of reviewing the Basic References and as much of the Background and Additional Reading as possible.

2. Deliver a short lecturette using Overheads #17 & #18 which focuses on the role of previous history or learning in the determination of vocational choice, and more importantly, vocational behavior. Although the psychoanalytic and social learning perspectives utilize different concepts in explaining these phenomena, the underlying similarity is based on the role of this experience in determining present behavior.

3. Use Overheads #19 & #20 in a lecturette considering the relationship between early learning in a variety of situations and vocational behavior. Focus could be on the positive and negative aspects of such previous learning.

4. Divide the class into dyads. Ask one student from each dyad to attempt the solution of a puzzle or technical problem with no assistance from her/his dyad member. The other person should act as observer, paying attention to the task approach skills of his/her partner. Class discussion could follow, focusing on the place of task approach skills and the variety of such skills exhibited by class members in the solution of the puzzle or problem.

5. Have class sub-groups analyze effective and ineffective vocational task approach skills, how these might have been learned, and their possible effects.

6. Assign several students to undertake Experience #4 or #6 and report to the class.

7. Assign dyads to undertake Experience #3 and to demonstrate such activities for the class.

8. Conduct a class interview with an adult who has had a particularly rich background. Ask students to analyze the possible effects on the individual's vocational history of early life events.

9. Have student sub-groups deal with the **Important Questions** with presentation to the larger group. Try to ensure that their answers show a knowledge and appreciation of the readings.

10. Have sub-groups brainstorm possible counsellor behavior to assist counsellees in obtaining a balance between the pleasure and reality principles.

11. Assign a student(s) the task of designing a lesson to explain the basic principles of social learning vocational theory to high school or more senior students.

Evaluation

This unit includes a good deal of technical vocabulary which may be unfamiliar to the student. This is particularly true if much attention is paid to the psychoanalytic perspective. It may be useful to assess such knowledge if it will be used as a building block for more sophisticated analysis. Although student answers to the **Important Questions** section of the course will provide the best guage of student learning, suggested short answer or essay questions could include:

1. Assessment techniques for task approach skills.

2. Criticism of the applicability of a psychoanalytic approach to vocational development.

3. The relationship of coping mechanisms in a psychoanalytic framework to task approach skills in a social learning framework.

4. Design of classroom activities to foster improved task approach skills.

5. The integration of social learning career development processes in the mainstream curriculum.

6. The role of genetic factors in vocational development.

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UNIT V - CLIENT CENTERED THEORY & OTHER APPROACHES

Objectives

After reading the material and completing the individual and classroom activities associated with this unit, you should be able to:

1. Demonstrate the use of several helping skills practiced by client centered vocational counsellors.
2. Criticize the premises of client centered vocational counselling as these relate to counsellor and counsellee.
3. Discuss the role of counsellee assessment in client centered approaches.
4. Relate a client centered vocational perspective to the mainstream of client centered personal counselling.
5. Formulate several approaches that a client centered counsellor might use in order to effect a "reorganization" of counsellee attitudes.

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3. Whiteley, J. M., & Resnikoff, A. **Career Counselling.** Monterey, California: Brooks/Cole, 1978. **Chapters 4, 6.**

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Capsule Summary

"The only responsibility of the counsellor is to create the right environment. If this is done, growth will take place, but the responsibility for growth rests solely in the hands of the client. The counseling is, literally, client-centered; it is the client who is in control; it is the client who determines what will happen and where he [she] will go. Unconditional acceptance means that the counselor accepts the client as he [she] is and has no preconceptions as to what the outcomes of the counseling should be" (Arbuckle, 1974, p. 215).

"...non-directive counseling holds that adjustment is an emotional function, not so much a matter of the client's **not knowing** as of **not being able**" (Combs, 1947, p. 262).

In addition to the several major "schools" of vocational development theory already studied, there are a variety of lesser known, lesser used, or lesser "theoretical" approaches which merit some attention. These are approaches which do not fit easily within even the parsimonious groupings of vocational theory used in this unit. In most cases, the approaches cited in this unit are more correctly thought of as a vocational application of a personal counselling theory. These are the theories which have their more proper "home" in the study of personal counselling or adjustment, but whose techniques, if not orientation, have been applied in a vocational context.

The most important of such approaches is undoubtedly the client centered or non-directive approach (Rogers, 1942; Brammer, 1973). This perspective is included in this Unit, not because it is particularly compelling in terms of its contribution to a knowledge of vocational development, but because of its' widespread use in personal adjustment counselling. For purposes of vocational development, it is probably useful to view client centered approaches primarily in terms of **techniques**, particularly interview techniques, which might be used in vocational counselling situations, irrespective of counsellor philosophical orientation.

Client centered approaches deal primarily with counsellor-client communication, both verbal and non-verbal. At an underlying level, non-directive approaches deal with the reorganization of client attitudes, feelings, and emotions (Combs, 1947). The job of the counsellor in such approaches is to assist with this re-organization, basing assistance on the premise that an individual has an inner drive towards such re-organization. This job is facilitated by the creation of a permissive or accepting atmosphere in which the counsellee will feel free to "self-expose" and the recognition and clarification by the counsellor of feelings expressed by the counsellee.

As outlined by Brammer (1973), techniques applicable to a non-directive style vary from listening and leading through reflecting of feelings, summarizing, and confronting. In earlier writings in this area, little attention was paid to direct types of assistance such as interpreting or informing.

This early orientation has since been supplanted by one allowing more direct involvement, thus recognizing practice in theory (Brammer, 1973).

Patterson (1964) describes the procedures or "process" of client centered vocational counselling. He indicates that counsellees may begin vocational counselling at about the same stage of being as personal counselling clients leave therapy, ie., experiencing problems rather than externalizing them. In such cases, the goal of vocational counselling is similar to that of personal counselling, a better, more integrated self. As with personal counselling, congruence, understanding , and acceptance form the three cornerstones of successful therapy.

There have been several attempts to integrate client centered techniques with the other approaches, particularly the assessment aspects of trait and factor approaches. Bixler & Bixler (1945) include procedures which use a client oriented intake interview, testing, and a final interview which, although somewhat non-directive, is more prescriptive than typical of client centered approaches. Covner (1947) sees non-directive techniques as applicable to the initial interview, particularly in "breaking the ice" or getting things started. He further reports their value in preparing the counsellee for test administration and interpretation as well as improving communication during final interview. These are also very much in line with procedures encouraged by Combs (1947).

Another perspective that has been applied in a vocational development context is existential counselling (Arbuckle, 1974; Simons, 1970). This approach implies the building of an intimate relationship between counsellor and counsellee such that the counsellee experiences the counsellor as a person as distinct from the role of counsellor. Emphasis is on viewing oneself as "you really are", of fulfilling yourself. This approach may involve teaching or modeling since the personal values of the counsellor form the basis of many reflections. There are probably elements of this approach in much of current vocational counselling practice although few practitioners rely on a totally personal orientation void of any prescriptive technique.

Both reality and gestalt theories have been applied to vocational development (Arbuckle, 1974) In both approaches, there is a decided de-emphasis of the past and a strong expectation of personal responsibility. Reality therapy focuses a good deal on "responsible behavior", gestalt therapy with development of potential. Both techniques involve counsellor "manipulation" of critical variables in the counselling relationship in order to effect favorable counsellee change.

Levine (1976) presents an enlightening overview of occupational choice literature from the varying perspectives of socioeconomic origin, family support, race, sex, and intelligence. She indicates inadequacies in most approaches due to the restricted range of variables considered. Particular shortcomings are noted with factors such as demand for labor and business cycles. Levine (1976) notes that many theories of occupational choice do not take into account differences among individuals in seeking a global explanation of career development processes. Mitchell & Beach (1976) take a somewhat similar approach in their important work linking expectancy theory, decision theory and occupational choice. Individuals, they note, will select occupations they think will bring them the greatest benefit provided they think that there is a chance to attain success in such occupations. In such a perspective, vocational counselling is concerned with examining perceived benefits in a realistic framework.

Several authors, most noteworthy Crites (1978), have attempted a comprehensive, almost eclectic theory or approach to vocational development. His approach relies on a diagnosis of the "what's" and "why's" of counsellee vocational problems. Such information is then synthesized in an interview-based approach. Although highly reliant on his own materials, notably the Career Maturity Inventory, this approach does utilize effective interviewing, information, and testing in what is best described as a developmental eclectic perspective.

Important Questions

1. In a client centered vocational approach, how would the counsellor deal with the counsellee (late teen-ager) who has no stated occupational interests?

The approach relies on individual responsibility and initiative. The counsellor would attempt to use helping skills (Overhead #22) so as to clarify such lack of interest with the counsellee and to relate such feelings to other aspects of the counsellee's life. Action facilitation skills (Overhead #23) would also be used once there was some indication of interest.

2. In a client centered perspective, is it possible to be experiencing vocational or career decision problems without, at the same time, experiencing other types of personal problems?

   In this approach, as with most others, there can be no isolation of the vocational from other elements of an individual's life. The job of the counsellor would be to investigate such relationships in a perspective of dealing with the individual not her/his problems per se.

3. How does a client centered vocational counsellor deal with a counsellee's expectation for "answers"?

   Answers expected of the counsellor, other than vocational information, reflect anxiety and lack of confidence in a counsellee's own decision making abilities. This would be explored with the counsellee with the clear understanding that answers will not be provided; assistance in decision making would a logical expectation.

4. How useful is a client centered vocational approach without combining it with another, more comprehensive, perspective?

   The client centered vocational approach is more allied to technique than it is to theory. As such, the skills are very appropriate to practice, particularly diagnostic or helping interviews, irrespective of underlying theoretical orientation. The approach seems particularly appropriate with trait/factor and developmental perspectives.

5. How can an intake interview, designed to gather counsellee information, be conducted in a client centered perspective?

There is nothing to prevent the use of a questioning technique in a client centered perspective. Effective questioning tecnhiques gather a good deal of affective information as well as more cognitive background data.

6. Can existential vocational counselling be effectively practiced in the modern high school? How?

It is difficult to envision a high school vocational counsellor practicing from a totally existential perspective. The approach is very demanding of an time involving, intimate, counsellor-counsellee relationship which is usually not possible in the modern high school. The approach also seems to preclude group work, the basis of much current vocational counselling practice.

7. What are the dangers of maintaining a non-manipulative orientation while actually "manipulating" the client as in reality or gestalt approaches?

The danger is that inherent in any values-laden practice: values will remain unstated and therefore unchallenged. Emphasis on personal responsibility can be carried to an extreme in the presence of counsellor covert input.

8. What is the importance of the vocational counsellor knowing the "why's" as well as the "what's" in diagnosing the counsellee?

The major advantage seems to be in allowing for the better prediction of future behavior and in the better understanding of what a social learning practitioner would call "task approach skills".

9. How useful are client centered approaches in a group vocational counselling context?

They appear to be very useful at the technique level, particularly as they allow for further occupational exploration. They appear to allow a vehicle which requires counsellees to examine themselves and their peers.

10. What is the role of adequate vocational information in client centered approaches?

Information is important in allowing for a balanced perspective. Feelings based on inaccurate or unavailable information are more likely to be inaccurate.

11. Expectancy theory approaches are based on the counsellee as a **rational** decision maker. How realistic is this premise?

    Rational decision making is a learned behavior. Such a premise is rational but is subject to violation in specific instances.

Relevant Experiences

1. Practice the helping skills outlined in Brammer (1973, pp. 79). Attempt to use the **Understanding** skills in a simulation intake interview with a class member.
2. Discuss the use of a client centered approach to vocational counselling with a practicing school counsellor who uses the method.
3. Analyze the interview styles of several vocational counsellors. Make note of examples of a non-directive communication style.
4. Participate in a communication skills workshop in order to improve your skills.
5. Think of other personal counselling approaches you may know about. Try to relate their basic principles to vocational counselling.

Instructional Methodology

Of necessity, this unit is less focused than those which have already been covered. It may be that students will wish to explore other, perhaps little known vocational perspectives in this unit and this should be encouraged. The major area to be covered in this section is that of client centered skills, although most of these are not exclusive to a vocational counselling perspective. Brammer (1973) is a particularly good resource in detailing these skills and their applicability, although in a more personal counselling scenario.

Overheads #21 - 24 are designed to be used in conjunction with lecturettes associated with this unit. Suggested instructional methods that could be used with this unit include:

1. Review unit objectives using Overhead #21 after students have had the opportunity of reviewing the Basic References and as much of the Background and Additional Reading as possible.
2. Utilize Overheads #22 & #23 with a lecturette focusing on effective helping skills. It is often helpful for students if these can be integrated with a variety of theoretical perspectives.
3. Utilize Overhead #24 to focus on an examination of Hoppock's composite perspective. Focus on the validity and implications of stated assumptions.
4. Arrange for students to participate in a short communications laboratory as per Experience #4.
5. Conduct a demonstration appraisal or helping interview and have students analyze the skills used.
6. Have student sub-groups deal with the **Important Questions** with presentation to the larger group. Try to ensure that their answers show a knowledge and appreciation of the readings.
7. Use Overhead #23 to organize a simulation helping interview.

Evaluation

Given the skill-based emphasis of this unit, helping skills are the most fruitful areas for student evaluation. This is probably best done as a result of skill training, as in the communications experience suggested in #4 above. Essay or short answer questions dealing with the following topics will also be appropriate to assess student learning:

1. The relationship of action facilitation skills (Overhead #23) to various theoretical perspectives.

2. The viability of client centered vocational approaches as a theoretical position versus a body of technique.

Additional Reading

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UNIT VI - OTHER FACTORS IN VOCATIONAL DEVELOPMENT

Objectives

After reading the material and completing the individual and classroom activities associated with this unit, you should be able to:

1. Outline the nature of the built-in sexual bias in many interest inventories.
2. Discuss the implications of a sexual bias in vocational counselling practice and postulate methods to deal with such bias.
3. Formulate several approaches a vocational counsellor might use to assist female counsellees to realize their full potential, career and personal.
4. Analyze the implications of the vocational counsellor as social activist in dealing with sex-based bias.
5. Discuss the necessity and relevance of a "special" theory of vocational development for women.
6. Outline useful approaches in dealing with handicapped or atypical counsellees.
7. Criticize the applicability of vocational development theories to atypical populations.
8. Itemize implications of a "life-span" approach to vocational development.
9. Relate advantages and disadvantages of computerizing selected aspects of vocational counselling in Canada.
10. Articulate and defend your own position on the applicability of various vocational development theories to practice with atypical clients.

Basic References

1. Herr, E. L., & Cramer, S. H. **Career Guidance Through the Life Span.** Toronto: Little Brown & Co., 1979. One of Chapters #6-10. Chapters #12, #13, #15. Pages 372-378.
2. Weinrach, S. G. **Career Counselling: Theoretical and Practical Approaches.** Toronto: McGraw Hill, 1979. Chapters #24-26; #31-32. One of Chapters #28-30.

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Capsule Summary

The majority of the theories of vocational development and career choice are most applicable to healthy white males of middle-upper socioeconomic status. Indeed much of the research on which theories have been validated has been conducted only with this group. In this unit, we will deal with other factors which influence or moderate career choice and development: sex, socioeconomic status, physical factors, race, etc., as well as two other areas which seem to cut across all theories: interests and occupational information. You will note an expanded listing of **Additional Readings** at the end of this unit. Judicious use of this listing should enable you to follow-up on those sub-topics which interest you.

Sexual Bias in Vocational Theories

"Women do not intentionally develop into resigned, angry, bitter and hostile persons, but in some instances they do not know how to avoid it" (Thoroman, 1968, p. 110).

"For, as we are well aware, women do not exist in a vacuum; what women do and can do affects and is affected by the perceptions and actions of men" (Hansen, 1979, p. 241).

Career choice for women has always been a simple task; at least it has always seemed so to men! The role of wife and mother was always assumed to be primary with a host of "women-appropriate" occupations forming a secondary orientation. Women worked for "pin money", to "help out" or because they "had to"; they "took away" a man's job!

The problem with such commonly held attitudes and prejudices is that they are all too common, held by those who influence female career development as well as report on it — vocational theorists and counsellors (Thomas & Stewart, 1971; Bingham & House, 1973a/b; Donahue & Costar, 1977). Attitudes which are accepted non-critically by those in positions of power and influence soon become "fact"; a self-fulfilling prophecy (DiSabatino, 1976). Rather than examining critically the basis for such beliefs, some vocational counselling practice has provided reinforcement. Because of their psychometric basis, currently used vocational interest inventories, including the very best of such instruments, discriminate against women by channeling them into "conventional" occupations (Prediger & Hanson, 1978; Fitzgerald & Crites, 1980). Theories of vocational preference are based on men and male-dominated choices (Vetter, 1973; Holland, 1966).

Hansen (1979) outlines a number of trends that have influenced women's career development. Such trends include technology, legal developments, the Women's Movement, and changing values. Psathas (1968) imposes a caveat on realization of such trends; the economic position of a future mate. This position is reinforced by Hawley (1972) who reports that only 10% of the women involved in her study would pursue a career objected to by significant men in their lives. Vetter (1973) outlines a variety of factors which influence female career choice, although many of these could be equally applied to males.

The vocational counsellor does the greatest violation when he/she operates in a manner which presumes that sex alone necessarily imposes an a priori restriction on vocational development (Schlossberg & Pietrofesa, 1973). Such presumption is seldom overt, operates in very subtle ways, and is most noticeable in restricting the ranges of occupational choices considered in the vocational counselling relationship.

Several writers have addressed vocational theories specifically in terms of their applicability to women. Vetter (1973) presents an analysis of four general approaches; Super, Roe, Holland, and Blau et al. Psathas (1968) and Zytowski (1969) have developed approaches based exclusively on a female perspective. There does not appear to be compelling evidence either for the necessity of a completely different theory of vocational choice for women or for the lack of applicability of current "male dominated" vocational theory for women. The problem may be not so much with the theories but in their impoverished interpretation and practice.

The case can clearly be made that there are additional areas that must be considered in career counselling with women but the magnitude of these considerations has very often been overstated. The truism that reproduction is a female domain does imply certain limitations as far as a career is concerned, but need not limit career choice or development per se (Vetter, 1973). As indicated by Zytowski (1969), the female's role is not static and will ultimately bear no distinction from that of men. The problem may be resolved **not by asking how** the vocational development and career selection of woman is different from that of men but rather by asking if it is functionally necessary to dwell on such differences. Perhaps, it is the fundamental basis of sex role ascription that bears examination rather than the specialized aspect of career choice (Schlossberg & Pietrofesa, 1973).

The question remains as to whether or not we are dealing with a self-fulfilling prophecy. What is the job of the vocational counsellor in dealing with such situations? Is it important for a counsellor to operate on the basis of counsellee "free choice" in providing vocational assistance?

Vetter (1973) sees the job of the counsellor as that of a social activist, seeking to affect the status quo. Fitzgerald & Crites (1980) agree with this orientation in cautioning counsellors dealing with women not to accept a restricted career choice at face value. They also see the necessity for a change in woman themselves, freeing themselves from the demands and constraints of a sex-based society. This approach is echoed by Schlossberg & Pietrofesa (1973) in their cry for a "consciousness raising" training model, an approach in line with Gottfredson & Holland's (1975) findings linking future career with present stated career choices. Astin & Myint (1971), in their major follow-up study of women's career development, found that degree and type of training were highly predictive of future career orientation, thus reinforcing counsellor preoccupation with ongoing education as a method of effecting longer-term changes.

It is impossible to examine the applicability of career theories for women, in short, the sexual stereotypes of career theorizing, without at the same time examining sexual bias in male career choice. Morgan et al (1979) report on the development of the male role, arguing that changes in orientation and alternatives must be carefully considered by vocational counsellors. As reported by Fitzgerald & Crites (1980), it may have been that Williamson (1959) anticipated our modern day preoccupation with differences when he wrote "...that in vocational counseling, the counselor takes for granted that the choice of an occupation should reflect the individual's optimal potential" (Fitzgerald & Crites, 1980, p. 59).

Other Special Interest Groups

Although sex-based concerns in career counselling and theorizing are sub-issues warranting special consideration by the vocational counsellor, they are not the only issue. Other groups have been targeted in the literature for special treatment, most notably, those different from the norm in physical/mental abilities, race, age, educational achievement, socioeconomic status, geographic locale or other personal characteristics. These groups have often been loosely labeled "the disadvantaged" (Ginzberg, 1979).

Such groups are forming an increasing percentage of the population as unemployment and the demand for higher and higher levels of worker competence exclude more people from meaningful vocational choice. This means that such groups, which might previously have been treated in much the same way as the larger grouping, now may require specialized assistance to maximize their vocational opportunities (Ginzberg, 1979).

As has been made clear in our study of the vocational counselling of females, the vocational counsellor must walk the fine line between, on the one hand, arbitrarily limiting career choice based on differences from the norm, and, on the other hand, failing to acknowledge any possibly limiting effects of gross difference. Airline pilots are permitted a visual impairment but they may not be blind!

The largest single group of such disadvantaged potential counsellees are labelled by Daws (1968) as unscholarly, a label which even he describes as "**never** accurate (p. 400)". He points to a variety of reasons for such disadvantage ranging from poor motivation to low native ability, each indicative of varying counsellor strategy. Cochrane (1979), echoes these sentiments, calling for vocational counsellors to commit themselves to a broader understanding of the world of work.

In a vocational development sense, the problem for the vocational counsellor in dealing with the atypical client is one of ensuring that vocational counselling activities are in tune with actual vocational development level. With the mainstream of counsellees, chronological age is the best single indicator of vocational maturity but this may not be so with the low achiever. The counsellor is often placed in the dilemma of dealing with a vocationally immature individual but one who is forced to make imminent vocational decisions. At such times, a trait and factor orientation may be the only way to adequately assist the individual, seeking to maximize the possibility of an appropriate "match". Very often, the role of the counsellor moves to one of teacher, seeking to instruct the student in those "life skills" necessary for survival in the rapidly approaching vocational world. Phelps & Lutz (1977) and Hershenson (1974) provide excellent overviews of career exploration strategies for the special needs or handicapped student. Gordon (1974) provides sound guidelines for the vocational counsellor dealing with minority or socioeconomically handicapped clients. Like several of the writers dealing with women's issues relating to vocational counselling, Gordon (1974) calls for an inclusion of the educator and social activitist in the role of the modern vocational counsellor.

In a historical sense, vocational guidance is in the process of returning to its roots. From its early beginnings with adults, most notably in the selection of military personnel, the movement shifted into the schools, bringing its focus to youth. That focus has shifted once again with considerable interest being expressed in the vocational counselling of middle-upper aged individuals and the inclusion of leisure as a possible vocational counselling orientation.

There are several possible reasons for this shift in orientation from a largely school or youth-based model of vocational counselling. Certainly two important reasons have been the population shift away from the very young following the post war baby boom and the complimentary shift from the single occupation career. The first reason provides a demographic necessity to the shift; the second a realization that career counselling is never "finished" because of the dynamic nature of current career patterns. As well as these major reasons, there are a variety of other causes for this increasing emphasis on the older vocational counsellee including marriage and divorce rates, impact of working women, and the changing nature of work (Herr, 1979).

The vocational development of the "older" client is a logical extension of your earlier study of the vocational development processes leading up to adulthood (Super 1979, 1980; Levinson et al, 1976). Super (1980) views the process of development as continuous, what he refers to as a "life cycle (p. 288)", a view shared by the majority of those who have addressed this area (Heath, 1977; Gysbers & Moore, 1975; Murphy & Burck, 1976). Super (1980) describes the scenario of aging in terms of increase and decrease in importance of various roles played, capsulated in what he refers to as a "Life-Career Rainbow" (Super, 1980, p. 289).

Implications for vocational counsellors of this life-span approach to vocational development and vocational counselling hinge on their role of promoting independent career decision making skills. If career decision making does not stop on selection of the first occupation or job, and we have compelling evidence that it does not, it is even more important that students leave school with the skills necessary to undertake these ongoing decisions. It is also necessary to pay increased attention to other, non-job activities such as leisure or domestic responsibilities, areas not traditionally addressed by vocational counselling. This emphasis necessarily moves the vocational counsellor away from a one-on-one remedial vocational counselling thrust; such necessary developmental and educational work is addressable only through **preventive education.** Peavy (1979, 1980) presents useful analyses of adult counselling and learning. This is complimented by Tolbert's (1980) analysis of popular vocational development theories in terms of their applicability for adults.

Two other areas which are influential in an individual's career choice and overall career development are availability of relevant occupational information and individual career interests. These areas are beyond the venue for a course on vocational development theory, being more properly addressed by courses dealing with vocational assessment or vocational materials. However, it is important that you be aware of their applicability to the implementation of vocational development theory.

The necessity for quality career information cuts across all vocational development theories (Nuckols & Banducci, 1974). It is the basis on which realistic vocational interests are fostered and knowledgable decisions are made. One cannot have first-hand experience with the wide varieties of occupational groupings which confront the prospective career-seeker (Hayes, 1973); good vocational information **simulates** such experience, maximizing the possibility of informed choice.

Herr (1979) outlines a number of important principles in the use of career information including the necessity for a high level of counsellee motivation or readiness for the information, need for quality up-to-date information, and proper usage. Increasingly, such information is being made available through a computerized data base, usually involving the possibility of "matching" counsellee aptitudes, interests, work preferences, etc., with those of individuals practicing in a variety of occupational groupings - trait-factor theory in practice!

In Canada, the major availability of such computerized programs has been through the CHOICES system (Government of Canada, 1979), the Ontario-based Student Guidance Information Service (S.G.I.S.)(Harvey et al, 1975), the now defunct Alberta VISA project (Souch & Romaniuk, 1976) and other regional or provincial systems. Such programs do not entirely satisfy the need for careers information since they are more related to a trait and factor match than with informing the user as to broad-based descriptive occupational information. From a careers information perspective, most "marriages" between career matching and career information systems limit the user to brief written descriptions or information on projected worker demand for selected occupations (Super, 1978). Such systems are particularly useful in providing immediate feedback to the user on the implications of possible decisions and preferences, thus encouraging improved occupational exploration (Super, 1978). Cassie et al (1979) provide an excellent review of both CHOICES and S.G.I.S. as they pertain to the Canadian situation as well as a general overview of computer-assisted vocational counselling.

As well as the availability of relevant occupational information, counsellee interests also exert a mediating effect on the applicability of vocational theories. From the perspective of vocational counselling, interests create problems when they are so broad as to be undifferentiated, are based on misinformation or lack of information, or are apparently non-existent in a counsellee.

Other than interview techniques, the primary way to assess vocational interests is through formal interest inventories (Herr, 1979). Such inventories "match" counsellee interests in a variety of activities with those of people functioning in a variety of occupations or query counsellee interest in selected occupations directly by way of job title. Your main text (Herr, 1979 pp. 340-343) outlines a variety of interest measures to which could be added the Canadian Occupational Interest Inventory (Begin, 1977; Government of Canada, 1979) which is directly tied to the CCDO (Government of Canada, 1973) for purposes of facilitating occupational exploration. The use of such inventories has been shown to have a positive effect on counsellee career knowledge (Zytowski, 1977), a useful effect irrespective of counsellor theoretical orientation.

Interest inventories have been criticized for having a sexual bias, giving rise to a proliferation of "sex-balanced" interest profiles (Prediger & Lamb, 1979; Prediger & Hanson, 1978). It remains to be conclusively demonstrated whether such reports, which largely ignore sex in norming, will be of practical use given the overwhelming preponderance of males in the norming sample for many occupations. However, it is probably still better for counsellors to use the "sex-balanced" version, even given this caveat. "Sex-restrictive" measures exert a counterbalancing bias by restricting the range of possible career choice, thus reinforcing the status quo (Prediger & Lamb, 1979).

Important Questions

1. What factors have contributed to an increased interest in "women's issues" in vocational counselling?

   The increasing numbers of women in the out-of-home occupational marketplace and the prominence of the feminist movement have been two major contributors.

2. How can a researcher attempting to validate interest inventories deal with the lack of sufficient numbers of females to form a representative sample for selected occupations?

   There is no real way to handle such a deficiency in an artificial or simulated way. The researcher might focus on those variables which have previously evidenced little sex-based differences.

3. What are your own attitudes regarding "appropriate" careers for women? What role does child bearing play in such a career?

This question should cause the students to examine their own values. They may need to be "pushed" to go beyond simple expressions of these values in order to get at underlying factors.

4. How did the sexual bias of many interest inventories come about? What can be done about it?

   Much of it has happened as a result of a lack of females in the norming population and the sometimes stated opinion that "woman have only temporary careers" and are therefore "not worth bothering about".

5. What are the implications for counsellees of both sexes of a "consciousness raising" approach to vocational counselling?

   Such an approach will hopefully lead to a closer examination of the basis of sex role ascription. An interim implication may be the anomie resulting from initial examination and change.

6. What is the place of a trait and factor approach in dealing with handicapped or other disadvantaged counsellees?

   To the extent that specialized characteristics have a predictive relationship to actual performance, the approach is useful. However, the danger is that relationships are often **inferred** to the detriment of many atypical populations.

7. How important is the assessment of vocational maturity in the organization of vocational counselling services for atypical clients? How might this be accomplished?

   It is probably no more important than with more typical clients and can often be accomplished in a similar manner. Most maturity indicators are cognitive rather than physical in nature. Particular problems may be noted in dealing with atypical cultural or social groups who may demonstrate different patterns and yet still be typical.

8. What are the implications of the "educator" role for vocational counsellors? How might this be rationalized in terms of other aspects of the role? How can the role be realized efficiently?

   The implications are mainly in the development of group rather than individual practice. Less time will be spent on remedial counselling, with more time committed for developmental educational activities. This role can only be justified on the basis that remedial work should diminish over the longer-term and that it is important to provide some manner of effective service to the many rather than a specialized service to the few.

9. What are some implications of Super's (1980) "Life-Career Rainbow" approach?

   Implications centre around the necessity of training students to make better decisions. If the vocational decision making process must be entered into at a variety of points, it seems unlikely that the services of a vocational counsellor will always be available to facilitate such decision making. Training in effective vocational decision making must be the logical goal of vocational counselling, rather than the making of a singular vocational selection decision.

10. How can a vocational counsellor integrate the use of occupational information in an overall program of vocational assistance? What is the particular place of such information in dealing with counsellees who are geographically remote from a wide variety of occupational groupings?

    Such information is best used early in the vocational process in order to expand possibilities on which possible decisions can be based. The availability of such information becomes particularly important for those counsellees who are geographically, socially, or economically isolated from experience with a variety of occupations.

11. How does the practicing counsellor rationalize the dual responsibilities of one-on-one remedial work with students as well as preventive developmental activity? Which aspect would you emphasize? Why?

    This question has no "right" answer. Any answer that is given should be evaluated in terms of implications and alternatives.

12. How can vocational information included in such computerized programs as CHOICES be supplemented for the student?

    Printed occupational information accessing a greater breadth of information is often necessary. This information has the advantage of being more complete, often includes graphic material, and is in an individual-use format. Personal experience with occupations is probably the most desirable supplement to initial occupational exploration.

13. At what point(s) in the developmental process would the use of programs such as CHOICES be most beneficial for students? Why?

    Such a program is of most use during high school or later years when tentative decisions are being considered and the counsellee has progressed beyond early exploration.

14. What arguments could be made for using very fine occupational categories (Match Head Dipper) versus more general occupational categories (Industrial Worker) in occupational information systems?

    The argument is most cogent in terms of the different training required for some occupations, even though such occupations may be very close in job descriptions. As a general rule, more specific categories are used with more mature students or adults whereas more general categories are used in early occupational exploration.

15. What is the place of occupational information and interests in the "families" of vocational theory you have studied?

The place of information will vary from theory to theory although most theories are not explicit in this regard. Most theories give at least lip service to the importance of counsellee interests and regard occupational information as a necessary adjunct to better decisions.

Relevant Experiences

1. Study occupational information for your chosen occupation.

2. Arrange to undertake the CHOICES program in your area if at all possible.

3. Interview several students to detremine their knowledge of a variety of occupational information. Pay particular attention to their realistic knowledge of those occupations in which they show an interest.

4. Interview "career women" with and without children to gain a first-hand appreciation of their special problems.

5. Complete and score your own Self Directed Search or other interest inventory available to you. Discuss your results with other students.

6. Interview "atypical student" in order to gauge the reality of expressed occupational interests.

Instructional Methodology

Very often, students wish to consider the special cases and implications, which form the central aspect of this unit, in conjunction with the underlying theories. It is therefore possible to study this unit as a separate identity, or, alternately, integrate study with other units. Very often, this unit will have special significance for those students with a good deal of experience in vocational counselling and the instructor will be able to use this experience to strengthen the relevance of material covered.

Overhead #25 is designed to be used in conjunction with study of this unit. Suggested instructional methods that could be used with this unit include:

1. Review unit objectives using Overhead #25 after students have had the opportunity of reviewing the Basic References and as much of the Background and Additional Reading as possible.

2. Ask several female students representing a variety of backgrounds to relate their own experiences in career choice.

3. Conduct a demonstration interview with an atypical individual in order to assess the effect of career development and occupational choice.

4. Arrange for the administration of an appropriate interest inventory to students. Score and discuss results in class.

5. Have student sub-groups deal with the **Important Questions** with presentation to the larger group. Try to ensure that their answers show a knowledge and appreciation of the readings.

6. Have individual students each study an occupation or occupational grouping and prepare a summary similar to one that they would consider useful for high school students.

7. Check students' knowledge of their own chosen occupation, counsellor.

8. Arrange for a class presentation from a vocational counsellor specializing in atypical or mid-career clients.

9. Arrange for a class presentation from a representative of a special interest group such as Voice of the Handicapped, Indian Brotherhood, etc. Focus on the special problems of members in their vocational development.

Evaluation

Student evaluation for this unit should verify student appreciation of the necessity for special consideration of atypical clients with reference to vocational theories.

Possible short answer questions or essay topics might include:

1. Differentiating factors in successful versus unsuccessful atypical clients.
2. The applicability of developmental stages to selected categories of atypical clients.
3. The special problems of some women in middle-aged entry into the out-of-home occupational world.
4. Specialized vocational counselling techniques with selected categories of atypical clients.
5. Practical considerations in the utilization of computer-based vocational information systems.

Additional Reading

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CONCLUSION

A Final Perspective

"To be sure, even if counselors were able to offer extensive vocational assistance, there would still be little they could do for large numbers of young people passing through an educational system which fails to teach them essential skills and prepare them for work. Correcting this situation requires basic instititional realignments of priorities and resources. Counseling alone-either in or out of the school system-cannot make up for educational skill deficiencies" (Ginzberg, 1979, p. 33).

A knowledge of vocational counselling theory does not a vocational counsellor make!!! As you will have learned from your exposure to personal counselling theory, such knowledge can, at best, provide a framework for the development of useful practice. In some instances, it is practice which outstrips the limitations imposed upon it by a partially formulated or inconsistent theoretical perspective. It has often been quipped that Carl Rogers is not "Rogerian" in practice!

Warnath (1979) argues that vocational theories have aided us only very little, that they have failed to account for the changing nature of work, are based on the faulty premise of real choice, and rely on an intrinsic orientation of the value of work. It is impossible for the vocational counsellor to read "worker biographies" by Terkel (1975) or Lasson (1971) and not be impressed by the happenchance element of vocational "choice". Indeed it is rare to read a biography demonstrating a conscious career choice at the elementary or high school level resulting in a productive and satisfying career in later life. Career "choice" may not involve the long-term analysis and planning which form the basis or goal of most theories; short-term situational variables may be at least as influential in actual selection.

It was noted in Unit I that vocational guidance has always been concerned with answering the questions, "How do young people select careers?", and, "How can vocational guidance or counselling improve career selection?" To these two questions must be added a third, "How should young people select careers?" The first question is **descriptive**; it seeks to explain that which occurs. The second question is **prescriptive**; it seeks to dictate vocational counsellor behavior. The third question is **moralistic**; it seeks to utilize the answers to question #1 and dictates the limits of our answer to question #2. **The answer to question #3 is critical for the practicing vocational counsellor because it mediates practice.**

The "shoulds" of vocational theory are perhaps more closely aligned to a philosophical orientation, a system of values, than they are to considerations of efficacy. Such values or philosohpical orientation must not be conceived in a vacuum. They must reflect a knowledge of the present situation as this knowledge mediates the limits of possibility, both as far as outlining the ideal, as in question #3, or in striving for the ideal, as in question #2.

It may be that there is no single answer to the "shoulds" of career choice because there is little continuity to the restraints of the environments within which career choices must be made. As a vocational counsellor, you may be permitted the luxury of a philosophical orientation but not that of a consistent philosophy or approach!!!

At the risk of being eclectic in the extreme, any useful "theory" of vocational choice must take into account our incomplete knowledge of the **development of vocational behavior**, the relationship of **personal attributes** to success and satisfaction in any job, the **influence** of environmental factors for eventual career decision making, and the **process of career decision making** itself. A difficult task at best!

For application at a **minimal** level, this perspective requires a familiarity with the essential elements of developmental and trait and factor approaches as well as special considerations impinging on the application of these perspectives due to the personal characteristics and environmental milieu of the client group served. Put simply, counsellor skill is a requisite.

It is a developmental perspective which allows for a rational use of trait and factor assessment techniques and provides a focus for training in vocational decision making and the use of occupational information. This perspective maximizes the chances of success for any type of intervention, be that one-on-one assessment, group decision-making training, use of occupational information, or on-the-job simulation.

The goal of vocational counselling is, simply stated, **to assist clients to make better career decisions.** It is improved career decision making abilities which are the logical goal of vocational counselling because a career is much more than the selection of any particular job within a given occupational grouping. Career decisions will need to be made at many points in an individual's life-span, usually without the benefit of formalized vocational counselling. It is clients themselves who must understand their vocational development, must be able to assess their own abilities, and must make realistic decisions in the light of environmental constraints. At best, the vocational counsellor can help in a process which will take place with or without the assistance provided by counselling. **The role of teacher is not a part of the role of the vocational counsellor; it may be the role.**

Important Summative Questions

1. How do you view the integration of developmental, trait and factor, and environmental factors in your own "theory" of vocational development and choice?

2. What are some implications of the role of "teacher" for the **practice** of vocational counselling?

3. What are the benefits for a vocational counsellor of operating within a clearly annunciated theoretical framework? What are the problems?

4. What are your own feelings regarding the "shoulds" of vocational decision making?

Relevant Summative Experiences

1. Demonstrate the ways you might integrate an appreciation of a trait and factor approach with a developmental perspective in vocational counselling with clients of varying ages.

2. Articulate and defend your own position on vocational development and choice. Compare this approach to the one you formulated at the beginning of this course.

3. Prepare a lesson you might use with high school students to teach them about the process of vocational development or career decision making.

Instructional Methodology

At this point in the course, it is important for students to be able to articulate a workable theoretical structure with accompanying approaches to effective practice. It is not necessary that each students' position be unique and there is little to be gained by requiring originality in theory development. What is important is that students have a well thought out perspective and that they know where their ideas have come from. Wholesale adoption of one framework or another should be discouraged unless such adoption represents informed choice. Some useful approaches to conclude this course are:

1. Have students present their own tentative position to other students and receive critical feedback. Compare these positions to those developed in Unit I.

2. Ask several students to undertake Experience #3 for formal class presentation.

3. Have student sub-groups deal with the **Important Summative Questions** with presentation to the larger group. Try to ensure that their answers show a knowledge and appreciation of the readings.

Evaluation

Summative evaluation should focus on the students' ability to articulate their own perspective and to relate this position to the range of positions studied during the course. After students have had the opportunity to discuss their tentative position with other students (#1 above) it is useful to have them present more formalized written presentations by way of essay or examination. An alternate approach might require students to respond to a vocational case study in terms of their own position. Students must be encouraged to make decisions, to select viable directions from the myriad of possibilities presented in their study during the course. At this point, there is little to be gained by specific assessment of detailed content; evaluation and synthesis of knowledge is much more important - and more difficult.

If you have any comments regarding this course, or would like to contribute ideas for possible future revisions, please contact the author:

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UNIT I — OBJECTIVES

1. Theory
2. Critical developments
3. Evaluate theory
4. Canadian considerations
5. Categorize theories

IMPORTANT QUESTIONS

How young people select careers

How counselling improves career choice

VOCATIONAL DEVELOPMENT THEORY

Explains job selection

Predicts career phenomena

VOCATIONAL THEORIES

Trait/Factor

Developmental

Social learning

Other

UNIT II — OBJECTIVES

1. Trait and factor
2. Important traits
3. Trace development . . .
4. Testing
5. Methodology
6. Criterion
7. Holland's approach
8. Criticize

TRAIT AND FACTOR

MEASUREMENT	COMPARISON
	successful
interests, aptitudes, etc.	job holders
environment considerations	other candidates

TRAIT & FACTOR APPROACH

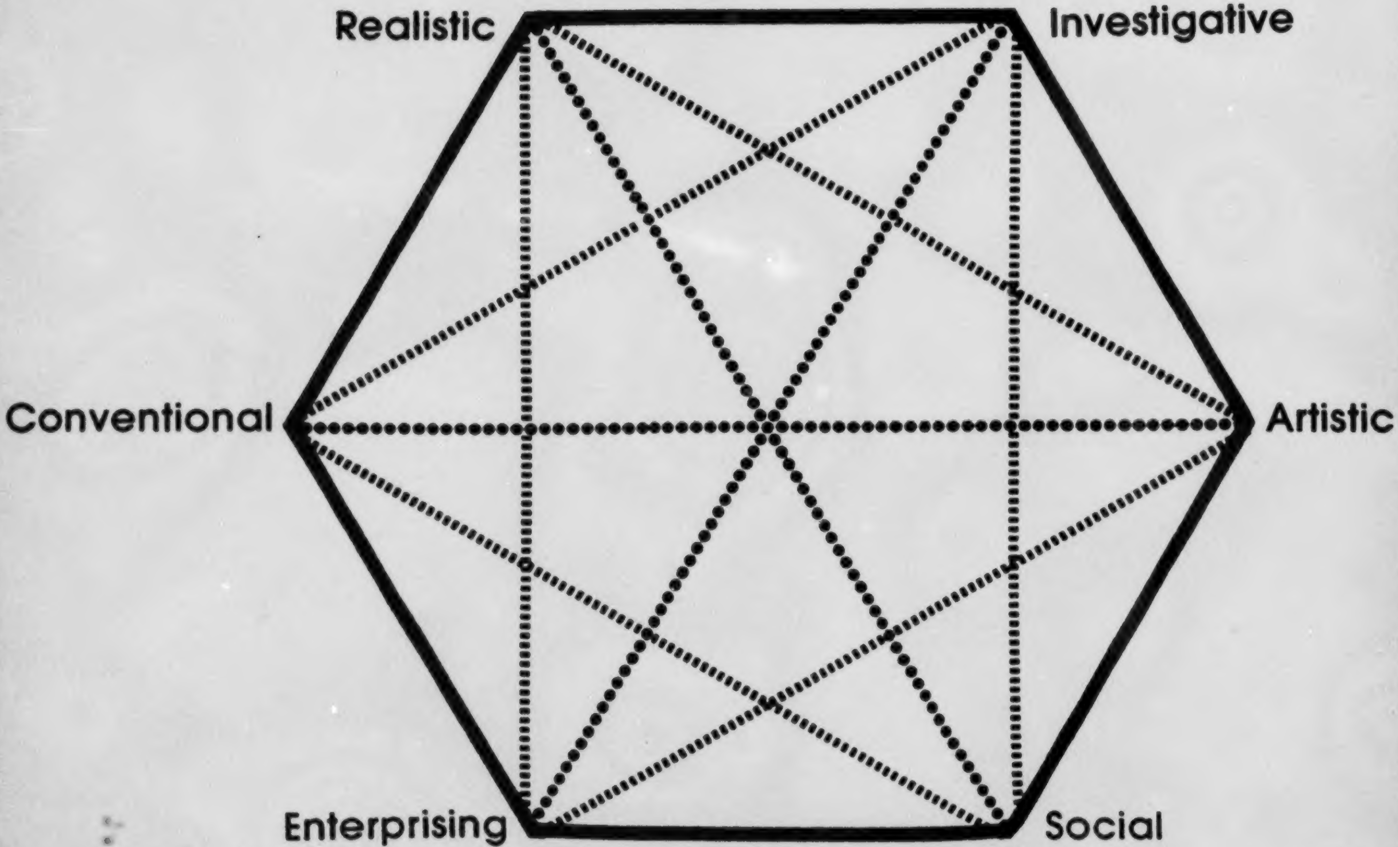
GATHER counsellee data

DISCUSS choices

ASSESS vocational field

ADVICE on choice.

HOLLAND'S STRUCTURE



Realistic

Investigative

Conventional

Artistic

Enterprising

Social

UNIT III — OBJECTIVES

1. Basic principles
2. Approaches
3. Decision making and stages
4. Programs and education
5. Criticize

STAGES IN VOCATIONAL DEVELOPMENT

FANTASY →	TENTATIVE →	REALISTIC
play orientation	interest	exploration
work orientation	capacity	crystallization
	value	specification
	transition	

GINZBERG THEORY

1. Choice open ended process
2. Careers and early decisions
3. Career decisions

SUPER'S DEVELOPMENTAL THEORY

1. People differ
2. Qualifications are broad
3. Occupational pattern
4. Preferences and competencies change
5. Behavior is stage-specific
6. Past and present influences
7. Vocational development can be guided
8. Compromises
9. Role exposure
10. Work satisfaction

SUPER'S DEVELOPMENTAL STAGES

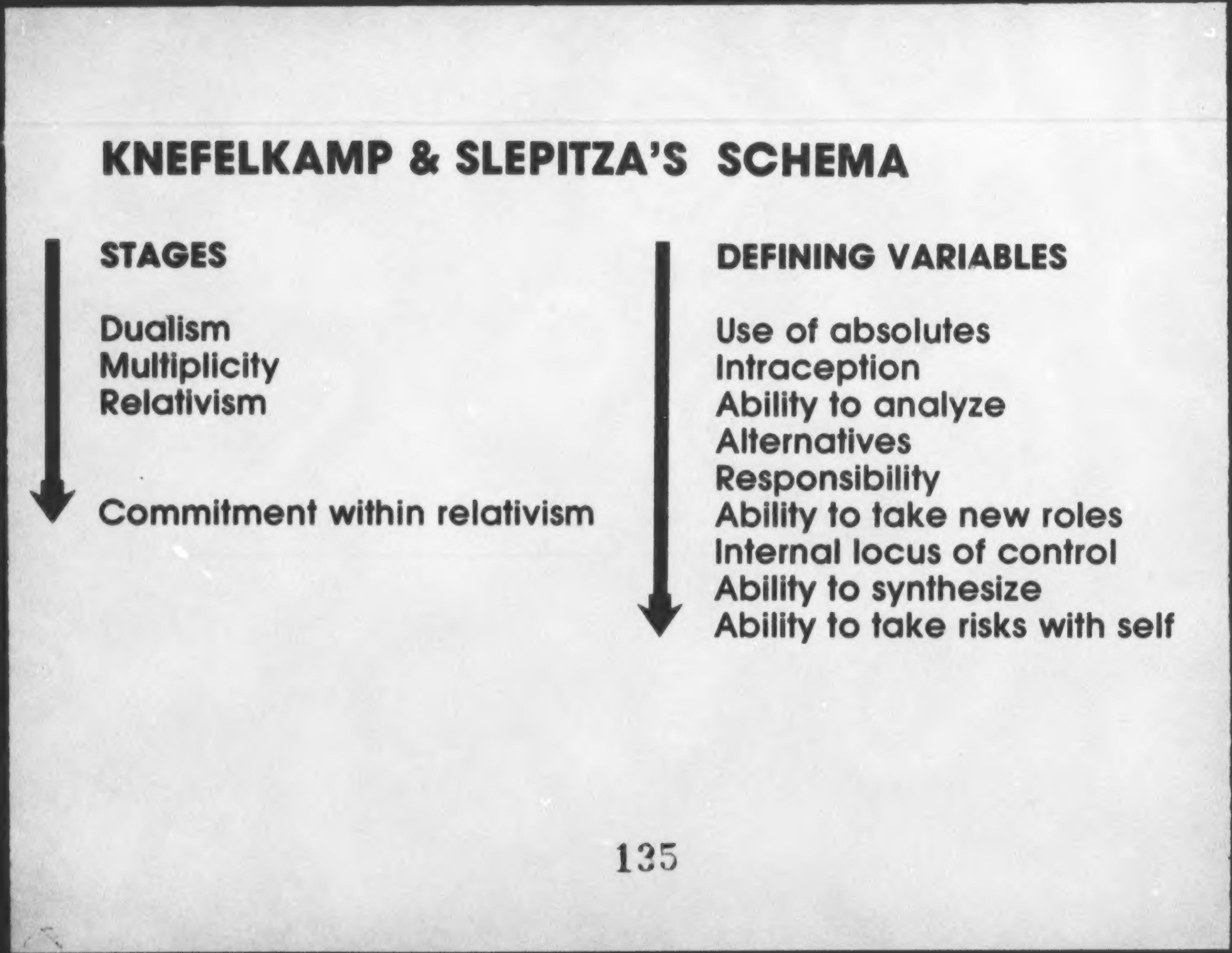
GROWTH	EXPLORATION	ESTABLISHMENT	MAINTENANCE	DECLINE
fantasy	tentative	trial commitment		deceleration
interest	transition	advancement		retirement
capacity	trial			

STAGES IN DECISION-MAKING

Information about alternatives

Information about probabilities

Information about preferences



KNEFELKAMP & SLEPITZA'S SCHEMA

STAGES	**DEFINING VARIABLES**
Dualism	Use of absolutes
Multiplicity	Intraception
Relativism	Ability to analyze
	Alternatives
	Responsibility
Commitment within relativism	Ability to take new roles
	Internal locus of control
	Ability to synthesize
	Ability to take risks with self

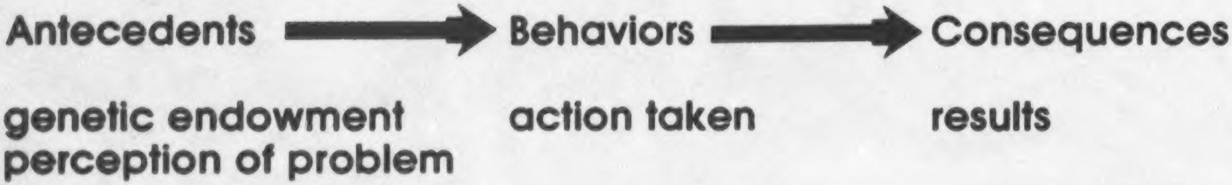
UNIT IV — OBJECTIVES

1. Psychoanalysis.
2. Psychoanalytic concepts.
3. Vocational psychoanalysis.
4. Social learning theory.
5. Vocational assessment.
6. Development of vocational behavior.
7. Task approach skills.
8. Individual versus group procedures.

PSYCHOANALYTIC VOCATIONAL FRAMEWORK

Pleasure Principle ➡ Choice of Vocation (Sublimation) ➡ Reality Principle

MODEL OF BEHAVIORAL PREDICTION



Antecedents → **Behaviors** → **Consequences**

Antecedents	Behaviors	Consequences
genetic endowment perception of problem	action taken	results

INFLUENCES ON CAREER DECISION MAKING

1. Genetic Endowment and Special Abilities
2. Environmental Conditions and Events
3. Learning Experiences
4. Task Approach Skills

SOCIAL FACTORS

1. Social class membership
2. Home influences
3. School
4. Community
5. Pressure groups
6. Role Perception

UNIT V — OBJECTIVES

1. Helping skills
2. Client centered premises
3. Counsellee assessment
4. Other approaches
5. "Reorganization" of attitudes

HELPING SKILLS FOR UNDERSTANDING

1. Listening
2. Leading
3. Reflecting
4. Summarizing
5. Confronting
6. Interpreting
7. Informing

HELPING SKILLS FOR ACTION

1. Identifying problems
2. Analyzing problems
3. Formulating goals
4. Exploring alternatives
5. Planning action
6. Generalizing

HOPPOCK'S COMPOSITE VIEW

1. Choose to meet needs
2. Awareness need satisfaction
3. Accuracy of perception
4. Information
5. Job satisfaction
6. Choice changes with new perceptions

UNIT VI — OBJECTIVES

1. Sexual bias
2. Approaches in dealing with females
3. Counsellor as activist
4. Vocational theory for women
5. Atypical counsellees
6. Atypical populations
7. Life-span approach
8. Computers
9. Own position